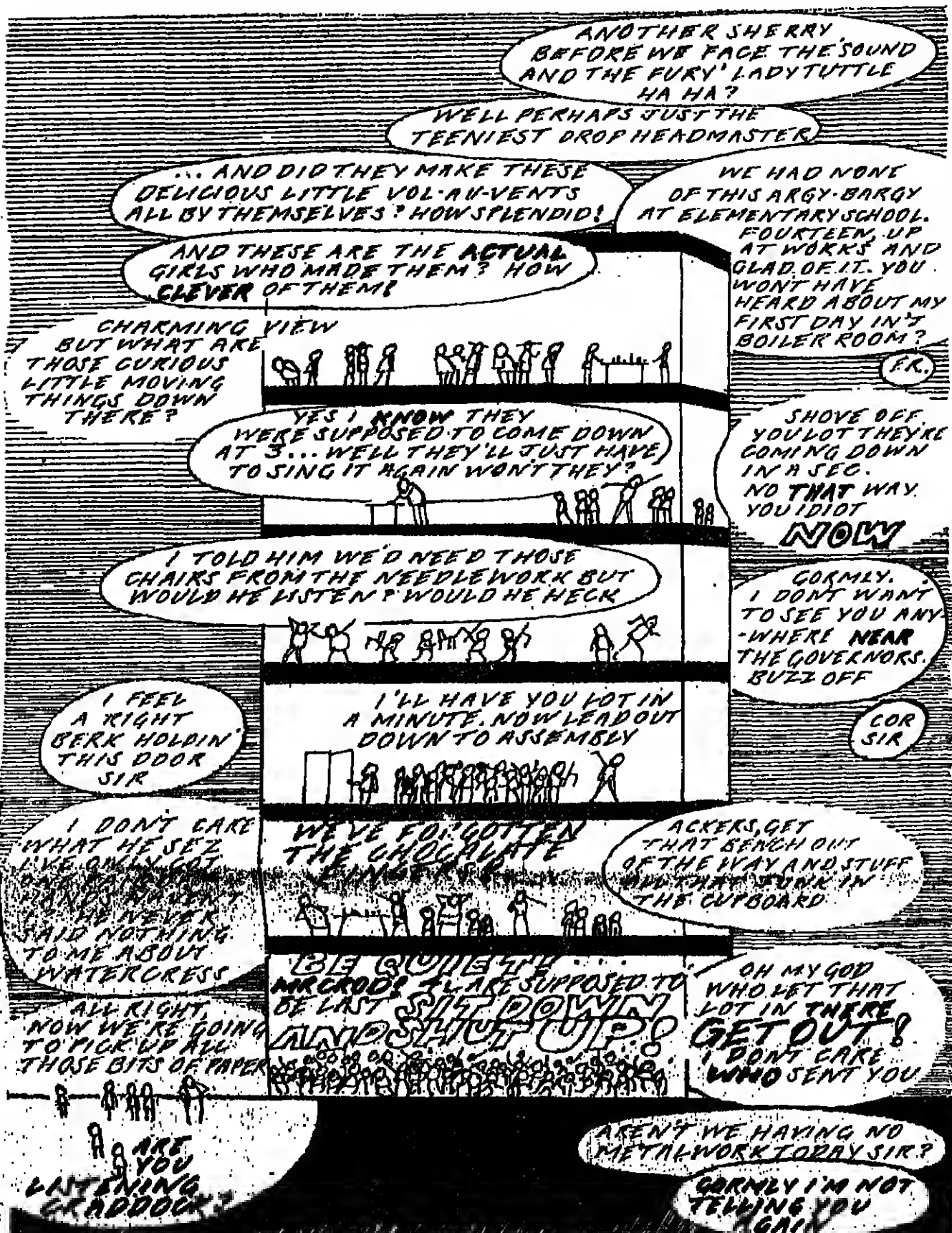


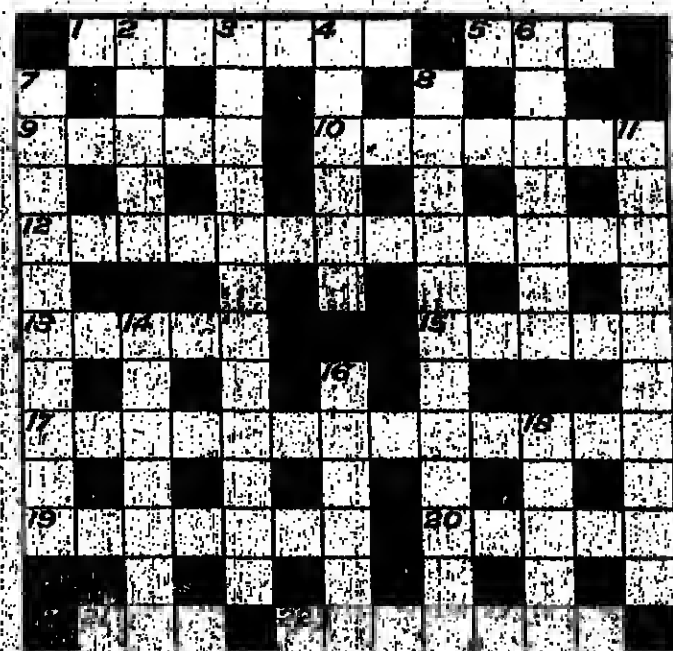
# Speech day

by David Lamb



Arlstides is on holiday

## Crossword No 992



**Across**  
1. We're the atoms of the lamp of heaven (Kingsley) (7)  
2. At Harlow, what'll you do (7)  
3. Her royal sister was more than half Greek (6)  
4. Where crumblers of royal functions are treated (5)  
5. Not necessary how artists draw people (7)  
6. Carving expertly with no spare time (7, 2, 4)  
7. Has got around it on the south coast (5)  
8. They're pretty sure to be hatched (8)  
9. Where progress in education is not to be crawling (6)  
10. Not, however, one of the English army men in Africa (4, 3)  
11. Relative to 18 (5)  
12. Nothing to make it sleep (7)  
13. Waxen light is naturally the same (6)  
14. Competitively, probably the same (6)  
15. Bright, like golden hair in a green (7)  
16. Induce wealthy dreams (7)  
17. Athletics you out of them on the day (5)  
18. Where crumblers of royal functions are treated (5)  
19. At Harlow, what'll you do (7)  
20. Her royal sister was more than half Greek (6)  
21. Where crumblers of royal functions are treated (5)  
22. Athletics you out of them on the day (5)

**Down**  
1. Waxen light is naturally the same (6)  
2. Competitively, probably the same (6)  
3. Bright, like golden hair in a green (7)  
4. Induce wealthy dreams (7)  
5. Athletics you out of them on the day (5)  
6. Where crumblers of royal functions are treated (5)  
7. At Harlow, what'll you do (7)  
8. Her royal sister was more than half Greek (6)  
9. Where crumblers of royal functions are treated (5)  
10. Athletics you out of them on the day (5)  
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20. Her royal sister was more than half Greek (6)  
21. Where crumblers of royal functions are treated (5)  
22. Athletics you out of them on the day (5)

## Personal

### Announcements

**A PRIVATE ADVANCE**  
A private advance of £10,000 is available for the purchase of a house in the London area. The advance is made by a private company and is not subject to the usual restrictions of a mortgage. The advance is made on the basis of a valuation of the property and is repaid by instalments over a period of 10 years. The interest rate is 10% per annum.

### FOR LOANS AND MORTGAGES

**THE PROFESSIONAL MORTGAGE**  
The Professional Mortgage is a new type of mortgage which is designed to meet the needs of professional people. It is a mortgage which is made on the basis of a valuation of the property and is repaid by instalments over a period of 10 years. The interest rate is 10% per annum.

### FOUR PUBLICATIONS

**IF YOU WANT TO MAKE MONEY BY WRITING**  
If you want to make money by writing, there are four publications which you should consider. They are: 'The Art of Writing', 'The Art of Selling', 'The Art of Marketing', and 'The Art of Management'. Each of these publications is designed to help you to make money by writing.

### IMMEDIATE ADVANCES

**REGIONAL TRUST LTD.**  
Regional Trust Ltd. is a company which provides immediate advances of up to £10,000. The advances are made on the basis of a valuation of the property and are repaid by instalments over a period of 10 years. The interest rate is 10% per annum.

### MISS BROWN IS AN

**EX-TEACHER**  
Miss Brown is an ex-teacher who has started her own business. She is a very successful businesswoman and has many clients. She is a very friendly and helpful person and is always ready to help her clients.

### PERSONAL LOANS

**PERSONAL LOANS**  
Personal loans are available from a number of sources. They are made on the basis of a valuation of the property and are repaid by instalments over a period of 10 years. The interest rate is 10% per annum.

### POSTAL LOANS

**POSTAL LOANS**  
Postal loans are available from a number of sources. They are made on the basis of a valuation of the property and are repaid by instalments over a period of 10 years. The interest rate is 10% per annum.

### PERSONAL LOANS

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Personal loans are available from a number of sources. They are made on the basis of a valuation of the property and are repaid by instalments over a period of 10 years. The interest rate is 10% per annum.

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## For Sale and Want and Postal Shopping

### SAVE UP TO 45% ON RETAIL PRICES

**SAVE UP TO 45% ON RETAIL PRICES**  
We have a large selection of goods at retail prices. We have a large selection of goods at retail prices. We have a large selection of goods at retail prices.

### RAISING FUNDS

**RAISING FUNDS**  
We are raising funds for a good cause. We are raising funds for a good cause. We are raising funds for a good cause.

### UP TO 35 PER CENT DISCOUNT

**UP TO 35 PER CENT DISCOUNT**  
We are offering a discount of up to 35 per cent on all our goods. We are offering a discount of up to 35 per cent on all our goods. We are offering a discount of up to 35 per cent on all our goods.

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### UP TO 35 PER CENT DISCOUNT

# THE TIMES Educational Supplement

FRIDAY AUGUST 8 1975 NUMBER 3140 FIRST PUBLISHED 1910 PRICE 9p

## Last of the summer wine

The suit, Fortescue. What's going on?  
"The Donegal tweed, sir? Do you like it?"  
"It's not a question of liking it, Fortescue."  
"I was woven in the north west of Ireland..."  
"It's just that it doesn't seem to be you."  
"By old ladies practising a dying craft..."  
"It somehow lacks the essential quality of discretion that we have all come to associate with a good civil servant."  
"Made up for me by a little man in Cork Street for less than £250 a time."  
"But why, Fortescue? Why?"  
"Well, sir—the last day of the session... a certain release of tension. Tomorrow we depart for the summer holiday. You to Sheffield Park and some gentle home overlooking, I to a penthouse flat at St Tropez."  
"Fortescue—I thought it was Frinton-on-Sea or camping in the Dordogne."  
"Well, sir, that was a few years ago—since then Lord Boyle has been very fair."  
"As you know, Fortescue, I am not one who joined the chorus of ill-natured criticism from my parliamentary colleagues."  
"Indeed that at the time, sir."  
"But even so, isn't that a bit much—St Tropez indeed?"  
"Of course, even the new Civil Service scales won't cover the down-payment on the Alfa Romeo..."  
"What in heaven's name do you want with a flashy foreign car, Fortescue?"  
"Well it seems a good investment, sir. My publisher is agreed to a very generous advance."  
"Advance on what, Fortescue?"  
"Didn't I tell you, Secretary of State, I am keeping a diary with a view to preparing a scholarly account of the inside working of government. The *Church Times* has offered a large sum for the first serial rights."  
"Really, Fortescue, I am appalled. This attacks the very roots of confidence between colleagues..."  
"Certainly, sir. May I quote you on this? But it's a joke."  
"Certainly not. How can I expect to give you frank advice if I know it may be reported at a later date...? You do understand, I won't be serious about Sir Ashley's joke."  
"... to pay for the car..."  
"It's one thing for the Prime Minister to make a joke out of his memoirs..."  
"And St Tropez..."  
"Just part of the legitimate spoils of office..."  
"And now the direct grant schools are going, school are going to be a lot higher than they were..."  
"You'll never get away with this, Fortescue. The *Academy* will get you before you can turn round. Injunction. Loss of pension-rights. They'll make you a ward of court, put you in the Tower..."  
"I say, sir, do you think they would? By the time I've given the lobby correspondents a confidential press briefing about these threats-of-yours, my memoirs will be worth twice as much. The *Sunday Times* will say 'public has a right to know...'  
"Fortescue, Fortescue... what has become of all those years of loyal service?"  
"I suppose it's a slight case of on-identity crisis, sir. It was said that even the toad beneath the harrow where the shoe pinches? Inflation, that's what's destroying the very fabric of society..."  
"The human relationships..."  
"Fortescue, there's still time to come back from the brink. For heaven's sake don't quote what I said about the fact. Don't quote me at all, tell me all this is a bad dream."  
"It's just a bad dream, sir."  
"What did you say?"  
"Yes sir, the suit goes back to Moss Bros on Monday. Frinton-on-Sea after all. The car is rented. And I'm keeping a diary. I just thought it would be fun to see the official reaction."  
"Fortescue. Don't ever do that again. Now we can see where had I got to—Oh yes. Thursday, August 7th. Parliamentary session ended on turbulent note. As Prime Minister remarked at the final Cabinet meeting: 'The sun has set on the old world...'  
"No comment."  
"The sun has set on the old world, claiming their share of the sun. They are also appearing in the *Education and Silence* which will make the *Education* the college's future. From the *Waiver* of the *Education* and *Star*."



Huntin'...



... shootin'...

## Holidays and a heatwave

Top: At work among the horses in Barnfield Stables, Sewardstone, Essex. Picture by Peter Boyce.

Middle: Children can handle old weapons and uniforms at the National Army Museum, Chelsea, London. There are also chances to sketch, make model battlefields, see films and talk on subjects from Oliver Cromwell to the Second World War. Picture by Bill Warhurst.

Bottom: A cast of one in the sunshine at the Eagle Pond, Snettisham, Norfolk. Picture by Peter Boyce.

## Mulley's building money

The Education Secretary announces building programme of £186m, including £25m earmarked for better comprehensive schools. page 3

## Hard times for youth

Will youth clubs close in the autumn as local authorities economize? page 7

## Physicist, heal thyself

New blood depends on schools revitalizing the image of physics. Conference report. page 5

## Pay: point by point

New pay scales for teachers after the recent £230m award. page 6

Education for sale? David Blunkett throws light on a new threat to academic courses in colleges and polytechnics. page 2

Sharing a vision: Peter Hebblethwaite on the difference between French and English philosophy. page 14

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... and fishin'









In practical and science departments "the hazards were akin to those of the factory floor"—ROSPIA picture.

## Schools fall short on safety

The education system is failing to ensure the safety of children in schools, says the latest edition of *Where the Parents' Magazine* of the Advisory Centre for Education.

Children are often inadequately protected in schools and poorly cared for when they fall ill or are hurt, claims Mrs Miera Brenner, a teacher and mother who was prompted to look into illness and accidents in schools when her son broke his arm there.

Though teachers are protected under the 1974 Health and Safety at Work Act, children are not. Responsibility for their safety falls on the Departments of Education and Science, and Health and Social Security, the local area health authority and the school. "Small wonder then that safety standards are not well known and not enforced."

The deaths of two boys in recent years have illustrated the sort of dangers arising out of sporting activities. In practical and science

departments the hazards were akin to those of the factory floor.

The DES advises that eyeglasses should be worn in laboratories whenever there is a risk to the eyes, but some schools did not even provide eyeglasses. Last April, a child exploded in the unprotected face of a boy and a sister in one school, 13 years after a similar explosion had blinded a girl, says Mrs Brenner.

There are no national statistics on accidents in schools and no guidelines for reporting accidents to local authorities. "It looks as if accident reports are kept more to protect the local authority in the event of prosecution rather than to monitor the safety of children. Perhaps that is why the reports go straight to the legal department."

"Some local authorities are beginning to discourage the reporting of all but the most serious injuries."

Mrs Brenner wants statistics to be kept to monitor safety records of schools and the effectiveness of safety regulations.

Schools also failed to provide proper care after an accident, three again the DES recommendation that every school should have a teacher with a first aid qualification and every teacher should have a basic knowledge of first aid and first aid kit.

First aid courses were not compulsory, and often not available, in training colleges. The first aid training of teachers is left to the local authority. Often there was no sickness and no guarantee that the first aid box was adequately equipped. In practice, looking after the sick and injured was left to teachers and secretaries or the pit and science departments who might have to leave classes in hazardous situations to deal with casualties.

Schools should ensure that they have parents' daytime telephone number. They should also have access to information that might be useful in case of accidents, such as a child's sensitivity to certain drugs.

Where August 1975. ACE, 32 Trumpington Street, Cambridge CB2 1TP.

## Thumbs down to probe on sacked head

by Tony Heath

Mr John Morris, the Secretary of State for Wales, has turned down a request by Mr Ray Germain to set up an independent inquiry into his dismissal as head of All Saints Comprehensive School in Mold, North Wales.

The Welsh Office have told Mr Germain that the request for an inquiry which recommended the dismissal of Mr Morris was not a case for an inquiry under Section 68 of the 1944 Education Act.

The letter went on to state that it was not the Secretary of State's policy to initiate independent inquiries of the sort requested by Mr Germain and he did not propose to vary that policy in this case.

This decision follows an industrial tribunal hearing in June in which Mr Germain unsuccessfully appealed against his dismissal.

The full report of the tribunal, a lengthy document of almost 1000 words, has just been released. It says Mr Germain's sacking was held mainly because "he was an adapted person knowing that he was at variance with county policy in relation to the teaching of the Welsh language and the provision of the medium of English."

The tribunal's report recorded the "half-truths, threats and misrepresentations" said to have been employed to ensure that the Welsh studies course was not taken up.

The tribunal's report recorded the "evidence before us that only one specific instance of direct pressure on a parent to abandon an option."

Of the Welsh Office's refusal to intervene, Mr Germain said the week: "I am very disappointed in both the Secretary of State and Mr Barry Jones, MP, who advises him on education. The response is purely legalistic and no account has been taken of the grave public concern aroused by the dismissal of a headmaster."

He said he was almost certain to appeal to the Queen's Bench Division of the High Court against the findings of the industrial tribunal. "The report shows ignorance on the part of the members of the tribunal about the administration and organization of schools. This is understandable, but it is an help to us in our education in Clwyd."

"It is essential that a teacher is appealing against his dismissal on an expert in the field of education should be a member of the tribunal."

Mr Germain said four other Clwyd schools as well as All Saints Comprehensive had not been offered a Welsh studies option to Welsh language.

Mr John Howard Davies, Clwyd's director of education, said he had not received any complaints on this point from parents about any school other than All Saints.

## Last Tango in Paros—or how to find fun in the classics

Three years the combined Greek and Latin societies meet in classical colloquium, generally in Oxford and Cambridge. This year's tango, at Age but not conducive to concentration on difficult seminars after lunch, ended on Saturday, having attracted less than 450 members.

As usual, pessimists said the record attendance was a sign that people expected that the last congress because of inflation. No body seriously believed them.

The papers at the triennial are more specialized and hermetic than at the annual meetings of the Classical Association. But some of the papers produced new learning about ancient topics that even laymen can appreciate as important.

The latest report from Vinlandia has applied a precise date for the large numbers of wooden tables with writing in ink and the sign that they are being found in the vicinity of the south of Hadrian's Wall. One of the private letters that has been deciphered asks the recipient to put in the word for the writer, said Lucius Marcellus, the most mobile consul. He must be the Lucius Marcellus known from an inscription to have been governor of Britain at the beginning of the AD.

This tango was the prelude for the tablets between 85 and 105 AD. The tablets themselves are going to continue throwing important new light on the Roman occupation for years.

Professor Gregory Vlastakis discussed Socrates' strange silence on political and social issues, the question that has haunted the dialogues for many years. Why an aristocrat in the dialogues that slaves on oppressive political systems might be wrong? His answer is that Socrates was a radical and saintlike moral philosopher, but perverse and short-sighted about politics. It was wrong to harm any man. But Socrates' narrow, apolitical individualism never looked beyond personal immortality to the institutional immortality beyond it.

Mr Alan Griffiths of University College, London, suggested that Theocritus invented bucolic poetry to escape from the brutal, Sinitic Age heres that tradition required poets to celebrate. The anomaly in his theory, which stuck out like a sore thumb, was poem

22, which appeared to be a conventional hymn of praise to the Thugliish Dioscuri.

Mr Griffiths argued that this was a heavily ironic and ambivalent poem, which was saying: "Look, this is what you humans are really like. I will have no more to do with you!" He gave the gentle heros instead, Sicilian peasants, the Cyclops, Adonis, and Persephone from her dim meadows desolate. Which is persuasive if one accepts that Theocritus must have had liberal twentieth-century values in all his attitudes.

The Martin Price of the British Museum proposed a new date for the introduction of coinage, and a new reason for it, based on the building phases before the construction of the first great temple of Artemis at Ephesus. He brought the date down by 30 to 44 years to the very end of the seventh century BC. The first coin, he suggested, were introduced as gifts or bonus payments, not currency.

The liveliest discussion of the week was on the exciting new fragment, apparently of Archilochus, first published on a Cologne papyrus last year. In it Archilochus, the cynical sexual cad, seems to be seducing the younger sister of Neobule, his lost love on

Paros: a heartless and explicit Last Tango in Paros.

Professor Thomas Geller of Brown argued that the fragment is not Archilochus, but a new, classical, fictionalization done as an exercise in the first century. He also interpreted it as being a great deal less sexually explicit than has been supposed.

The British and American specialists were as indignant as children whose Christmas stockings have been confiscated, and assaulted Professor Geller with robust argument about exactly who was doing what and when in the poem, and how far he was going. An American provided a lively translation in the original metre:

"So much I said, but then I took the girl in among flowers in bloom, and laid her down, protecting her with my soft cloak..."

Whether or not it is a fine and vivid poem, and it would be a great shame if it was not Archilochus remembering the last time he saw Paros, it would also be an eye-opener and a good introduction to ancient Greek for anybody who supposes that the classics are dull.

Philip Howard

## Backlash to sarcasm warning from NFER

Teachers use insults and sarcasm in control pupils more often than a recent, according to Mr Peter Woods, a researcher from the Open University. In a book published this week by the National Foundation for Educational Research, Mr Woods says that these unofficial punishments may be immediately effective but they can rebound on the teacher by breeding resentment and revenge.

Mr Woods gives away much of the teacher's stock-in-trade of tricks and verbal assaults. These include the explosive unburst directed against one pupil in the hope that the "shock wave" will quiet the rest, making a pupil stand out as a class, or out as the strong to preserve order among the rest by fear of similar embarrassment, or simple insults like "You're thick" or "A child of five could have done this."

Frequently mentioned and resented by pupils was the use of sarcasm. "He called us losers and said we had lice in front of the whole class because we had long hair... just because he had not got none."

Mr Woods says the sarcasm used "frequently seemed to contain a sneering deprecatory quality, it reflects on a pupil's person and

carries hurtful intent, at least as perceived by the pupil."

A girl said she "never went as red in my life" as when she pushed away a boy who made an obscene gesture at her and the teacher said "Will you two stop fiddling with each other." That this took place in front of her closest friends and was a misinterpretation of what really happened made the girl's sense of injustice even greater, says Mr Woods.

Then there are the "pick-nicks" who may or may not ask for what they get. The rise and fall of a deputy head may hang on whether he can maintain a successful police-media image, says Woods. "Picked-off" teachers often "pick themselves up" by the hair.

All this could be seen as symptomatic of a teacher's alienation in the face of his dissatisfaction with teaching. "Many teachers are caught in this three-way fix between 'real life', pupils and head teacher, and the pupils, being in the middle with least power, receive the brunt of any sour feelings arising from the teachers' alienation."

Frontiers of Classroom Research, edited by Gabriel Claxton and Sam Dinnmore, NFER Cusins.

## More nurseries for mentally handicapped—plea

There are almost no pre-school services for the mentally handicapped, say the National Society for Mentally Handicapped Children in their evidence to the Warnock Committee on special education.

Local authorities should set up nurseries for handicapped children where assessment and guidance could be given to families. They should be linked with district hospital assessment centres.

One of the parents' main complaints was that only the medical needs were identified and treated during assessment. Little was done to assess the child's education and training. The I.E.S. must provide help once a child is known to have a learning difficulty.

Since the transfer of education of the handicapped from the Health Service to the Department of Education and Science in 1971, the society says conditions, equipment and staff ratios have improved. There is now a shortage of teachers specially trained to work with the mentally handicapped.

The I.E.S. should provide full-time further education for the mentally handicapped over the age of 16. A special adviser in further education should be employed in each authority to encourage this development.

The Association of Assistant Mistresses (want handicapped children to go to ordinary schools as long as they have the equipment and staff to cope, and provided the other children are not hindered. In their evidence, the association

## Warnock

say the handicapped must be kept in small groups. AAM members have noticed deterioration in confidence when handicapped pupils first join a large school.

Local authorities should appoint handicapped children's officers to coordinate services for the children and their parents and to keep a register on children at risk.

The AAM say categorizing and identifying the major disability should be abandoned since it is time-wasting and irrelevant. Each child should be assessed individually to include all their handicaps.

More teachers should be trained to work with the handicapped. They should be fully qualified for normal schools before being trained for special education, and have had experience teaching in ordinary schools.

Partially sighted children are often classed as difficult or backward because their disability has not been recognized, say the Partially Sighted Society in their evidence.

They have asked the committee to consider partial sight as a specific handicap rather than under the general heading of "visually handicapped". The needs of these children differ from those of the totally blind.

The society ask for a comprehensive plan to be developed, as recommended in the Vernon report on education for the visually handicapped in 1972, for discovery, diagnosis and assessment of the partially sighted.

## Hundreds 'forced' to take CEE

A Schools Council report on the pilot Certificate of Extended Education in the 1975-76 school year has found that hundreds of sixth formers were forced by teachers to take it. Some pupils complained that they had to take the examination in place of O level. Others said it offered no intellectual challenge.

Of the 1,475 pupils who took part in the Schools Council survey half said they were either compelled to take the CEE or were strongly persuaded to do so.

The survey was carried out by the National Foundation for Educational Research and by Derek Duckworth, the author of the report, criticises the way the examination was made compulsory.

"It seems from the responses of the candidates that optional CEE courses can motivate sixth formers at all levels of ability."

The CEE was originally designed for pupils who had obtained grade 2, 3 or 4 in the Certificate of Secondary Education. But the report notes

that 20 per cent of the pupils who took part in the survey were in the second or third year sixth and were taking three or four A levels. Only 10 per cent of the CEE candidates had not taken O levels.

At a press conference earlier this year representatives of the CEE boards, who are running the pilot CEE examination, claimed that a good CEE grade would represent work of the same standard required for a good A level pass. The Schools Council report takes a sideways view.

"The official grading scheme seemed to have been interpreted with severity by the examiners of many of the examining boards, perhaps because of the presence of large numbers of able candidates who could well be atypical in future. It would seem a pity to discourage enthusiastic candidates in this way, especially if it has been done only for the sake of seeking parity with other examinations which have been established in serve quite different purposes."

He said he was almost certain to appeal to the Queen's Bench Division of the High Court against the findings of the industrial tribunal. "The report shows ignorance on the part of the members of the tribunal about the administration and organization of schools. This is understandable, but it is an help to us in our education in Clwyd."

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## Last intake at London college

Next month's intake of students at Mario Assumpta College of Education, in Kensington, London, will be the last. The college has been told not to admit any more students after this year.

Mr Fred Motley, the Education Secretary, has decided that teacher training at the college shall end.

Maria Assumpta sits on one of the richest college sites in Britain. In a quiet corner of Kensington Square, just behind the major department stores of Kensington High Street, the property has been valued at £3m, but the depressed state of the property market today will probably reduce that figure.

If the buildings are retained for educational use, the Department of Education might not want the £300,000 they have given in capital grants to be refunded. Talks are taking place to decide the future of the buildings, which are owned by the Congregation of the Assumption, a Roman Catholic Order.

## Perpetual motion—from hot water springs

Two Bristol University scientists have patented a device that could be in every child's Boxing Day both if British toy manufacturers take up their invention.

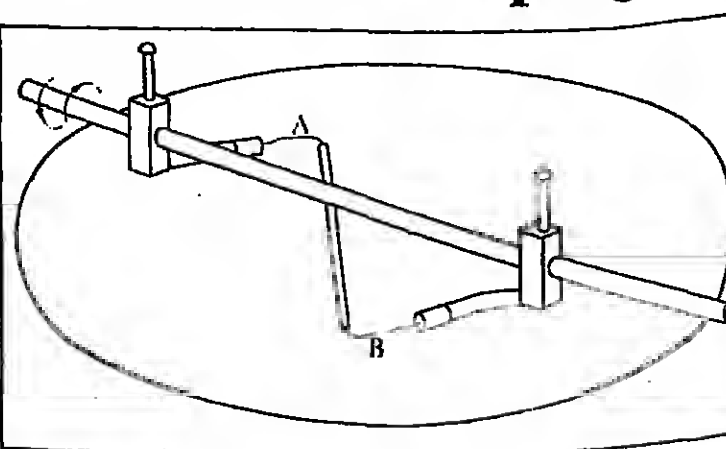
Professor F. C. Frank and Dr Ken Ashbee have devised an engine that only needs hot water to keep it going. Bathwater, says Dr Ashbee, is good enough.

The device is remarkably simple. It uses two bits of wire made from nickel-titanium alloy—nitinol. In a straight line are joined an inch of leaf-spring, an inch of nitinol wire, a three-inch rod, another inch of nitinol wire and another leaf-spring.

The whole assembly is then bent into an S-shape and the springs fixed to an axle. In the laboratory the axle rests on the edges of a dish of hot water. One nitinol wire dips into the water and changes shape which bends the other wire, displacing the centre of gravity so that the axle rotates and the other wire dips in. It goes on rocking about twice a second.

The engine has clocked up over a million cycles since it was first started in April and will keep on going as long as the water remains hot and the springs do not break.

The British Toy Manufacturers Federation are looking into the engine which might be fitted into a plastic boat with oars or propellers turned by the device.



The secret of this seemingly plausible perpetual motion is that it is only the energy of the hot water that keeps the water hot. It lies in the peculiar property of nitinol. It is given a permanent shape at a high temperature but remains a soft and pliable metal at room temperature. When it dips into the hot water it remembers its original shape and returns to it. This is called mechanical memory.

More practical applications have also crossed Dr Ashbee's mind. "The secret of this seemingly plausible perpetual motion is that it is only the energy of the hot water that keeps the water hot. It lies in the peculiar property of nitinol. It is given a permanent shape at a high temperature but remains a soft and pliable metal at room temperature. When it dips into the hot water it remembers its original shape and returns to it. This is called mechanical memory."

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few young people specialize in physics because the subject has the wrong image, Professor Sir Herman Bondi, chief scientific adviser to the Ministry of Defence, told the biennial conference on Physics Education in Edinburgh last week.

Physics educators needed to do more "market research". They had to do more to sell their subject with the help of teachers in schools.

Time and money spent on devising new courses was irrelevant if the courses did not appeal to young people. "The bankruptcy of physics is filled with firm supporters, but little about what their customers wanted."

Physics could continue without great amounts of money in grant money but not without infusion of new young physicists. "The education in quantity almost certainly means a reduction in quality."

He said he was almost certain to appeal to the Queen's Bench Division of the High Court against the findings of the industrial tribunal. "The report shows ignorance on the part of the members of the tribunal about the administration and organization of schools. This is understandable, but it is an help to us in our education in Clwyd."

"It is essential that a teacher is appealing against his dismissal on an expert in the field of education should be a member of the tribunal."

Mr Germain said four other Clwyd schools as well as All Saints Comprehensive had not been offered a Welsh studies option to Welsh language.

Mr John Howard Davies, Clwyd's director of education, said he had not received any complaints on this point from parents about any school other than All Saints.

Local authorities should set up nurseries for handicapped children where assessment and guidance could be given to families. They should be linked with district hospital assessment centres.

One of the parents' main complaints was that only the medical needs were identified and treated during assessment. Little was done to assess the child's education and training. The I.E.S. must provide help once a child is known to have a learning difficulty.

Since the transfer of education of the handicapped from the Health Service to the Department of Education and Science in 1971, the society says conditions, equipment and staff ratios have improved. There is now a shortage of teachers specially trained to work with the mentally handicapped.

The I.E.S. should provide full-time further education for the mentally handicapped over the age of 16. A special adviser in further education should be employed in each authority to encourage this development.

The Association of Assistant Mistresses (want handicapped children to go to ordinary schools as long as they have the equipment and staff to cope, and provided the other children are not hindered. In their evidence, the association

say the handicapped must be kept in small groups. AAM members have noticed deterioration in confidence when handicapped pupils first join a large school.

Local authorities should appoint handicapped children's officers to coordinate services for the children and their parents and to keep a register on children at risk.

The AAM say categorizing and identifying the major disability should be abandoned since it is time-wasting and irrelevant. Each child should be assessed individually to include all their handicaps.

More teachers should be trained to work with the handicapped. They should be fully qualified for normal schools before being trained for special education, and have had experience teaching in ordinary schools.

Partially sighted children are often classed as difficult or backward because their disability has not been recognized, say the Partially Sighted Society in their evidence.

They have asked the committee to consider partial sight as a specific handicap rather than under the general heading of "visually handicapped". The needs of these children differ from those of the totally blind.

The society ask for a comprehensive plan to be developed, as recommended in the Vernon report on education for the visually handicapped in 1972, for discovery, diagnosis and assessment of the partially sighted.

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## Children's books 'too serious'

by Mary Hoffman

"We now have more books about death than about anything else," complained Mr Nicholas Tucker, of Sussex University, at the United Kingdom Reading Association conference in Manchester last week.

He was contributing to the conference's investigation of the content of reading—a new departure for UKRA, who usually concentrate on the nuts and bolts of learning and teaching to read.

Mr Tucker, who is a children's writer, thought many of the best children's books were written for a tiny minority. When people recommended award-winning titles for use in schools it was like the Sun newspaper telling its readers to try *Poison*. He suggested a multi-representative system for books to children. He listed books popular among local children. "It's not good enough to read the reviews in *The Times Literary Supplement* and so on and buy a trendy handful", he said.

Other speakers were suspicious of "socially conscious" books. Miss Julia MacRae, managing director of British Children's Books, was uneasy about didacticism creeping in and the subject of literature being used as therapy. "We are all very serious about children's books

now and there is very little humour in the writing," she said. The conference had already been alerted by Mr Asher Cochran, the UKRA president, to examine the social and political bias of materials. Miss MacRae warned against inferior writers hitching a ride on the bandwagon of social consciousness in children's books.

Mr Peter Dickinson, author of the *Changes* trilogy and many other books of "science fiction without the science", said quality was not related to surface realism and relevance but to the myths which books explored. "Myth is a term for a belief which a society held but refused to submit to rational analysis, like the feelings represented by the word 'patriotism'. Books and stories helped children distinguish between myth and reality, which was why children's and adults' literature were so different.

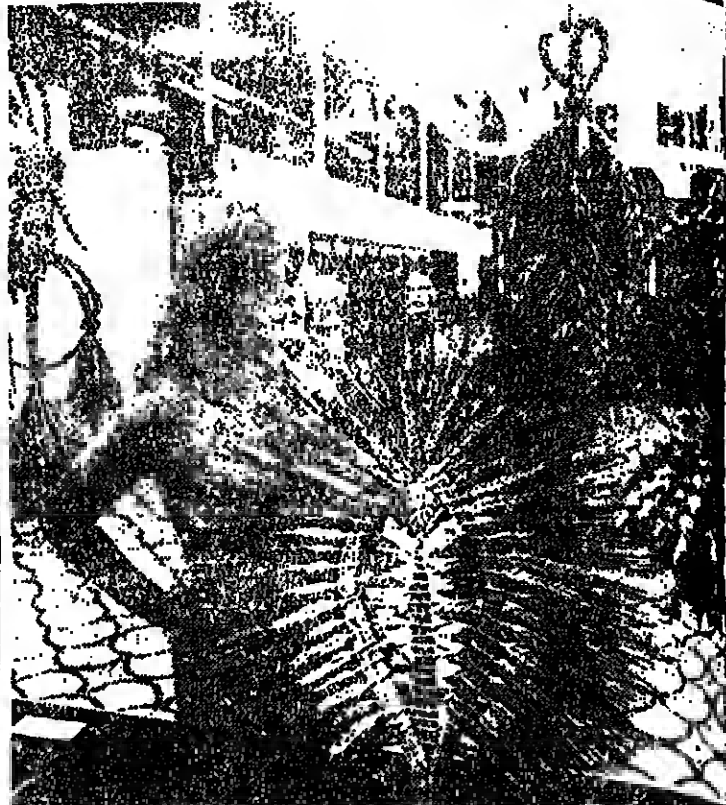
"The child's world is dominated by two giants, called Cause and Effect and Time and he has to learn how they work. That is why a metaphorical plot is essential in a child's book: it is cause and effect happening in a field of time."

Mr Ronald Johnson, senior adviser for Cheshire, lamented the

lack of any development programme for fiction in education. "The historical view of the curriculum is utilitarian, functional and performance-based, with the result that the reading of fiction is undervalued and devalued."

The conference had opened on a sober note from Mr Dudley Fiske, chief education officer for Manchester, who reminded delegates that the Education Secretary had been stressing the need to get full value for every pound spent on education. But there were some optimistic notes among the speakers. Dr Ruth Love, Holloway, director of the American Right to Read programme, returning to UKRA after two years to give a progress report, insisted that education was a cheap investment compared with any kind of welfare.

Not that Right to Read operated on a shoestring. They used federal money and whatever Dr Holloway coaxed out of industry to reach the 19 million illiterates in the United States. At the local level Dr Holloway's campaigning had been most successful in correctional institutions, where inmates were strongly motivated to learn in order to get out. Low books were the most popular form of reading.



Harvest time is being celebrated at the Bethnal Green Museum, East London, with an exhibition of corn dollies (on until September 10).

## Youth clubs hit by grant cuts

by Gavin Scott

Youth organizations are good value for money, but it is not entirely surprising that local authorities are cutting down their grants. Mr Hugh Jenkins, said last week in a speech to a number of national voluntary youth organizations.

Representatives of the organizations recently told Mr Jenkins of the local authority cuts in grants.

Mr Jenkins was told. Others, more fastidious, had given them a rough estimate of the cuts. The national Council of Voluntary Youth Organizations hoped Mr Jenkins would endorse this.

In fact, though Mr Jenkins agrees it would be harmful to the community as a whole if voluntary youth organizations closed their doors, his view was more to the effect of "as far as possible, existing levels of provision are maintained."

So far, local authority economies have produced little real reduction in youth club activity. Some associations of clubs at county level have had to drop one or two self-help members or not replace them, but several no longer train voluntary youth leaders.

"But some big clubs have been in the habit of raising £3,000-£4,000 a year budget by various activities," said Mr Hugh Doughty, of the National Association of Boys Clubs. "It takes a lot of effort, and has become harder anyway. Having to raise more than that to make up for the drop in the value of the local authority contribution is going to be very difficult."

More significantly, it is going to rob more of the time and effort of club leaders and the members. "We will end up spending all our time raising money," said several club workers.

"We will be fighting like mad to maintain a holding operation," said Mr John Cook, the assistant secretary of the Sussex Association of Boys Clubs who has been made chairman because the association's budget has been cut.

All the more experimental social work will go by the board.

and we will be trying to get more volunteers to do the work that used to be done by professionals. And the extra, like taking children on a trip to Europe, have had to be sliced out."

Mr Mike Payne, of the Greater Manchester Youth Association, had similar difficulties: trips from the countryside to the Lakes, the Dales and Derbyshire have been cut.

"We have had to ask for more volunteers," he said. "But at the same time local authority clubs are trying to get them too. And we are getting more and more members all the time—about 10 per cent a year."

Buckinghamshire have been particularly affected by local authority economies and are having to charge more for some youth club functions because school buildings cost more to hire.

In Leicester the number of part-time assistants has been reduced, training cut back, and maintenance grants for buildings curtailed.

"We have not got so far by a number of strategies," says Mr John Reeking, chairman of the Leicester Council for Voluntary Youth Services. "But in September I think a number of clubs might have to close. They are living off their reserves now."

"Morale is very low," said another Leicester youth leader. "I have never known the service so gloomy and despondent."

The voluntary youth organizations feel that local government reorganization dealt them an additional blow, and gave authorities an excuse to wriggle out of grant commitments. Reorganization cost the Greater Manchester Youth Association more than £2,500 because some authorities refused to continue grants begun by their predecessors.

The voluntary youth service is good value, the national council told Mr Jenkins, because £1 of public money produces £10 worth of youth. The voluntary youth service raises about two thirds of their own funds and 3,000 professionals provide the backup which allows a quarter of a million adult volunteers to give their labour free.

Five and a half million young people benefit. To allow a system like this to fall to pieces for the sake of economy, they say, would be a shortsighted way to try to save public money.

### In brief

#### £10,188 for OU

The Open University has received a grant of £10,188 from the Science Research Council to enable it to join an international nuclear physics research project, which it is hoped will result in the discovery of new subatomic particles.

#### Ancient literature

The Bodleian Library is holding an exhibition, "The Survival of Ancient Literature", in the Small Exhibition Room until August 23.

#### Helping young Poles

Twelve sixth-formers from schools in West Sussex, Bedfordshire and the London Borough of Hillingdon and 10 teachers from various parts of Britain are in Poland this month to help 100 children to learn English and something of the British way of life. The trip has been organized by the Central Bureau for Educational Visits and Exchanges.

#### Teaching methods

Members from 22 overseas countries attended a British Council Course on university teaching methods at the University of Lancaster this week.

#### Playground

An adventure playground, made entirely from forest thinings from the Harewood Estate, is being constructed as a free amenity for young people visiting Harewood House.

### Doctors in difficulty

Courses to help overseas doctors with their language difficulties will be available early next year in the department of linguistics and modern English language at Lancaster University.

#### Access to libraries

The British Library Research and Development Department have awarded a one-year grant to the department of librarianship, Leeds Polytechnic, to study the needs of the community for direct access to literature and information in libraries, to relate these needs to provision and, in particular, to assess the nature and scale of any failures.

#### Mr George D. Edwards

Mr George D. Edwards, who retired last year as chief education officer for Cambridgeshire and Isle of Ely, died on July 31 at the age of 65. Mr Edwards first came to Cambridgeshire as deputy head of Impington Village College in September, 1939. He transferred to Bottisham Village College as headmaster, before serving as deputy to Mr Henry Morris, whom he succeeded as chief education officer in January, 1955, and continued as CEO after amalgamation with the Isle of Ely in April, 1965.



Mrs Kay Carmichael, senior lecturer in social work and administration at Glasgow University, to be deputy chairman of the Supplementary Benefits Commission from October 1.

### Appointments

Mrs A. M. Potter, director of services for education and training of mentally handicapped children, Western Clere, Eire, to be head of Strathmore Special School, Teddington, Richmond upon Thames. Miss A. Wheeldon, acting head of Woodfield Infants School, Twickenham, Richmond upon Thames, to be head. Mr Andrew W. Monwell, since 1966 assistant director of physical education at Aberdeen University, has been appointed director of physical education and recreation. Mr F. S. Plummer, head of Great Hollands Junior School, Bracknell, Berkshire, to be head of Nantwich County primary school, Cheshire. Miss Dorothy Townsend, deputy head of Radburn Infants school, to be head of Sandhurst Infants school, Lewisham.

## Teachers have key role in assessing needs of handicapped

Assessment, quality, mainstreaming and planning were among the words most used at the international conference on special education organized by the Joint Council for the Education of Handicapped Children, at the University of Kent, Canterbury, last week.

Professor Peter Mittler, director of the Hester Adrian Research Centre at the University of Manchester, said the ideal place for an assessment centre was a normal nursery school or a special school and the key member of the assessment team was the teacher. A child's needs should be assessed as soon after birth as possible.

Parents could help in tracing the handicapped child's progress by using carefully prepared development charts which list specific skills and attainments of normal children at different ages. Unfortunately teachers and other professionals had only a superficial knowledge of child development. "It is not enough to have heard of Piaget, Klein, or even Gesell."

Mr John Fish, H.M. Inspector of special education at the Department of Education and Science, emphasized the need for continuity of services after the child's needs had been defined. "Parents can be passed on from one person to another like a baton in a relay race."

Integration or "mainstreaming", as Professor Samuel Kirk, from the University of Arizona, called it, was not seen by the conference as a matter for controversy. Professor Jack Tizard, of the Thomas Coram

Research Unit, said: "We are gradually realizing that it is not the form of education that is important but its quality." Since a third of the children in schools in some areas had behaviour problems or other difficulties, it was obvious that special education was needed in ordinary schools. Parents were also pressing for children with special needs to be educated in ordinary schools.

In some countries they had a recourse to the courts to compel public authorities to carry out statutory obligations and get schools of their choice. "This seemed to be a healthy development, however painful it might be for professionals and administrators."

Professor Kirk suggested that this might become necessary in Britain. In America, he said, well-meaning psychologists had placed an overwhelming number of Puerto Ricans, Mexican Americans and blacks into special schools because the tests they had taken were based on the IQs of white middle class children. Directors of special education expanded their empires until parents reacted and took the issue to court and won.

Professor Mittler said everything a mentally handicapped child learned would have to be taught. It was wrong to assume that mere exposure to normal children in normal settings was in itself productive. A rich stimulating environment was not enough. Teachers must plan a curriculum with specific aims in mind. It was useless to say "our aim is to help the child develop to the maximum of his potential."

Mr Fish said the curriculum must be well balanced. Subjects which "seemed to be endowed with healing powers, like art, music and drama therapy" should be kept in perspective.

## The new pay scales

Point-by-point details of the new £230m pay deal for teachers which is backdated to April 1 and should be paid in September

SCALE 1			SCALE 2			SCALE 3			SCALE 4		
Point	Old	New	Point	Old	New	Point	Old	New	Point	Old	New
0	1907	2253	0	2333	2655	0	2957	3357	0	3998	4457
1	2027	2376	1	2455	2778	1	3077	3477	1	4117	4577
2	2129	2469	2	2557	2880	2	3179	3579	2	4219	4679
3	2231	2562	3	2659	2982	3	3281	3681	3	4321	4781
4	2333	2665	4	2761	3084	4	3383	3783	4	4423	4883
5	2435	2767	5	2863	3186	5	3485	3885	5	4525	4985
6	2537	2869	6	2965	3288	6	3587	3987	6	4627	5087
7	2639	2971	7	3067	3390	7	3689	4089	7	4729	5189
8	2741	3073	8	3169	3492	8	3791	4191	8	4831	5291
9	2843	3175	9	3271	3594	9	3893	4293	9	4933	5393
10	2945	3277	10	3373	3696	10	3995	4395	10	5035	5495
11	3047	3379	11	3475	3798	11	4097	4497	11	5137	5597
12	3149	3481	12	3577	3899	12	4199	4599	12	5239	5699
13	3251	3583	13	3679	3999	13	4301	4699	13	5341	5799
14	3353	3685	14	3781	4101	14	4403	4799	14	5443	5899

## Deputy heads

GROUPS 1, 2 and 3			GROUP 5			GROUP 8			GROUP 12		
Point	Old	New	Point	Old	New	Point	Old	New	Point	Old	New
0	2537	2880	0	3299	3750	0	4439	5052	0	5519	6342
1	2639	2982	1	3401	3852	1	4541	5154	1	5621	6444
2	2741	3084	2	3503	3954	2	4643	5256	2	5723	6546
3	2843	3186	3	3605	4056	3	4745	5358	3	5825	6648
4	2945	3288	4	3707	4158	4	4847	5460	4	5927	6750
5	3047	3390	5	3809	4260	5	4949	5562	5	6029	6852
6	3149	3492	6	3911	4362	6	5051	5664	6	6131	6954
7	3251	3594	7	4013	4464	7	5153	5766	7	6233	7056
8	3353	3696	8	4115	4566	8	5255	5868	8	6335	7158
9	3455	3798	9	4217	4668	9	5357	5970	9	6437	7260

GROUP 4			GROUP 6			GROUP 7			GROUP 9		
Point	Old	New	Point	Old	New	Point	Old	New	Point	Old	New
0	2137	2480	0	3399	3850	0	4439	5052	0	5519	6342
1	2239	2582	1	3501	3952	1	4541	5154	1	5621	6444
2	2341	2684	2	3603	4054	2	4643	5256	2	5723	6546
3	2443	2786	3	3705	4156	3	4745	5358	3	5825	6648
4	2545	2888	4	3807	4258	4	4847	5460	4	5927	6750
5	2647	2990	5	3909	4360	5	4949	5562	5	6029	6852
6	2749	3092	6	4011	4462	6	5051	5664	6	6131	6954
7	2851	3194	7	4113	4564	7	5153	5766	7	6233	7056
8	2953	3296	8	4215	4666	8	5255	5868	8	6335	7158
9	3055	3398	9	4317	4768	9	5357	5970	9	6437	7260

GROUP 10			GROUP 11			GROUP 13			GROUP 14		
Point	Old	New	Point	Old	New	Point	Old	New	Point	Old	New
0	3157	3608	0	4439	5052	0	5519	6342	0	6699	7722
1	3259	3710	1	4541	5154	1	5621	6444	1	6801	7824
2	3361	3812	2	4643	5256	2	5723	6546	2	6903	7926
3	3463	3914	3	4745	5358	3	5825	6648	3	7005	8028
4	3565	4016	4	4847	5460	4	5927	6750	4	7107	8130
5	3667	4118	5	4949	5562	5	6029	6852	5	7209	8232
6	3769	4220	6	5051	5664	6	6131	6954	6	7311	8334
7	3871	4322	7	5153	5766	7	6233	7056	7	7413	8436
8	3973	4424	8	5255	5868	8	6335	7158	8	7515	8538
9	4075	4526	9	5357	5970	9	6437	7260	9	7617	8640

## Heads

GROUP 1			GROUP 5			GROUP 9			GROUP 10		
Point	Old	New	Point	Old	New	Point	Old	New	Point	Old	New
0	3611	4110	0	4553	5154	0	5693	6489	0	6335	7158
1	3726	4242	1	4668	5269	1	5828	6645	1	6437	7260
2	3845	4374	2	4784	5384	2	5963	6808	2	6539	7362
3	3962	4506	3	4901	5496	3	6098	6957	3	6641	7464
4	4079	4638	4	5018	5608	4	6233	7101	4	6743	7566
GROUP 2			GROUP 6			GROUP 10			GROUP 14		
Point	Old	New	Point	Old	New	Point	Old	New	Point	Old	New
0	3785	4311	0	4901	5583	0	6335	7455	0	8240	9100
1	3902	4439	1	5036	5739	1	6471	7611	1	8411	9259
2	4019	4575	2	5171	5892	2	6607	7767	2	8582	9418
3	4136	4707	3	5306	6051	3	6743	7923	3	8753	9577
4	4253	4839	4	5441	6207	4	6879	8079			
GROUP 3			GROUP 7			GROUP 11			GROUP 15		
Point	Old	New	Point	Old	New	Point	Old	New	Point	Old	New
0	3989	4545	0	5297	5936	0	6905	7994	0	8800	9650
1	4106	4677	1	5432	6192	1	7041	8130	1	8931	9781
2	4223	4809	2	5567	6348	2	7176	8286	2	9062	9932
3	4340	4940	3	5702	6504	3	7311	8442	3	9193	10083
4	4457	5073	4	5837	6660	4	7446	8598			
GROUP 4			GROUP 8			GROUP 12			GROUP 16		
Point	Old	New	Point	Old	New	Point	Old	New	Point	Old	New
0	4214	4794	0	5154	5849	0	6489	7382	0	8411	9259
1	4349	4954	1	5297	5992	1	6625	7518	1	8542	9390
			2	5432	6134	2	6761	7654	2	8673	9521
			3	5567	6290	3	6897	7790	3	8804	9652
			4	5702	6446	4	7032	7926	4	8935	9783
			5	5837	6602	5	7168	8062	5	9066	9934
			6	5972	6758	6	7303	8218	6	9197	10085
			7	6107	6914	7	7439	8374	7	9328	10196
			8	6242	7070	8	7574	8530	8	9459	10307
			9	6377	7226	9	7710	8686	9	9590	10418
			10	6512	7382	10	7845	8842	10	9721	10529
			11	6647	7538	11	7981	8998	11	9852	10640
			12	6782	7694	12	8116	9154	12	9983	10751
			13	6917	7850	13	8252	9310	13	10114	10862
			14	7052	8006	14	8387	9466	14	10245	10973
			15	7187	8162	15	8523	9622	15	10376	11084
			16	7322	8318	16	8658	9778	16	10507	11195
			17	7457	8474	17	8794	9934	17	10638	11306
			18	7592	8630	18	8929	10090	18	10769	11417
			19	7727	8786	19	9065	10246	19	10900	11528
			20	7862	8942	20	9200	10402	20	11031	11639
			21	7997	9098	21	9336	10558	21	11162	11750
			22	8132	9254	22	9471	10714	22	11293	11861
			23	8267	9410	23	9607	10870	23	11424	11972
			24	8402	9566	24	9742	11026	24	11555	12083
			25	8537	9722	25	9878	11182	25	11686	12194
			26	8672	9878	26	10013	11338	26	11817	12305
			27	8807	10034	27	10149	11494	27	11948	12416
			28	8942	10190	28	10284	11650	28	12079	12527
			29	9077	10346	29	10420	11806	29	12210	12638
			30	9212	10502	30	10555	11962	30	12341	12749
			31	9347	10658	31	10691	12118	31	12472	12860
			32	9482	10814	32	10826	12274	32	12603	12971
			33	9617	10970	33	10962	12430	33	12734	13082
			34	9752	11126	34	11097	12586	34	12865	13193
			35	9887	11282	35	11233	12742	35	12996	13304
			36	10022	11438	36	11368	12898	36	13127	13415
			37	10157	11594	37	11504	13054	37	13258	13526
			38	10292	11750	38	11639	13210	38	13389	13637
			39	10427	11906	39	11775	13366	39	13520	13748
			40	10562	12062	40	11910	13522	40	13651	13859
			41	10697	12218	41	12046	13678	41	13782	13970
			42	10832	12374	42	12181	13834	42	13913	14081
			43	10967	12530	43	12317	13990	43	14044	14192
			44	11102	12686	44	12452	14146	44	14175	14303
			45	11237	12842	45	12588	14302	45	14306	14414
			46	11372	12998	46	12723	14458	46	14437	14525
			47	11507	13154	47	12859	14614	47	14568	14636
			48	11642	13310	48	12994	14770	48	14699	14747
			49	11777	13466	49	13130	14926	49	14830	14858
			50	11912	13622	50	13265	15082	50	14961	14969
			51	12047	13778	51	13401	15238	51	15092	15080
			52	12182	13934	52	13536	15394	52	15223	15191
			53	12317	14090	53	13672	15550	53	15354	15302
			54	12452	14246	54	13807	15706	54	15485	15413
			55	12587	14402	55	13943	15862	55	15616	15524
			56	12722	14558	56	14078	16018	56	15747	15635
			57	12857	14714	57	14214	16174	57	15878	15746
			58	12992	14870	58	14349	16330	58	16009	15857
			59	13127	15026	59	14485	16486	59	16140	15968
			60	13262	15182	60	14620	16642	60	16271	16079
			61	13397	15338	61	14756	16798	61	16402	16190
			62	13532	15494	62	14891	16954	62	16533	16301
			63	13667	15650	63	15027	17110	63	16664	16412
			64	13802	15806	64	15162	17266	64	16795	16523
			65	13937	15962	65	15298	17422	65	16926	16634
			66	14072	16118	66	15433	17578	66	17057	16745
			67	14207	16274	67	15569	17734	67	17188	16856
			68	14342	16430	68	15704	17890	68	17319	16967
			69	14477	16586	69	15840	18046	69	17450	17078
			70	14612	16742	70	15975	18202	70	17581	17189
			71	14747	16898	71	16111	18358	71	17712	17300
			72	14882	17054	72	16246	18514	72	17843	17411
			73	15017	17210	73	16382	18670	73	17974	17522
			74	15152	17366	74	16517	18826	74	18105	17633
			75	15287	17522	75	16653	18982	75	18236	17744
			76	15422	17678	76	16788	19138	76	18367	17855
			77	15557	17834	77	16924	19294	77	18498	17966
			78	15692	17990	78	17059	19450	78	18629	18077
			79	15827	18146	79	17195	19606	79	18760	18188
			80	15962	18302	80	17330	19762	80	18891	18299
			81	16097	18458	81	17466	19918	81	19022	18410
			82	16232	18614	82	17601	20074	82	19153	18521
			83	16367	18770	83	17737	20230	83	19284	18632
			84	16502	18926	84	17872	20386	84	19415	18743
			85	16637	19082	85	18008	20542	85	19546	18854
			86	16772	19238	86	18143	20698	86	19677	18965
			87	16907	19394	87	18279	20854	87	19808	19076
			88	17042	19550	88	18414	21010	88	19939	19187
			89	17177	19706	89	18550	21166	89	20070	19298
			90	17312	19862	90	18685	21322	90	20201	19409
			91	17447	20018	91	18821	21478	91	20332	19520
			92	17582	20174	92	18956	21634	92	20463	19631
			93	17717	20330	93	19092	21790	93	20594	19742
			94	17852	20486	94	19227	21946	94	20725	19853
			95	17987	20642	95	19363	22102	95	20856	19964
			96	18122	20798	96	19498	22258	96	20987	20075
			97	18257	20954	97	19634	22414	97	21118	20186
			98	18392	21110	98	19769	22570	98	21249	20297
			99	18527	21266	99	19905	22726	99	21380	20408
			100	18662	21422	100	20040	22882	100	21511	20519

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(3rd and final inset for 1975)	
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## Power to geothermal toothbrushes

I am glad to see that the newest Minister of Energy, Mr Tony Benn, supports my view that nuclear power is the only way of making sure that Britain will have enough electricity to keep its electric toothbrushes working in the decades immediately ahead. He, and everybody, may also be interested to know of a controversy that has blown up, in the past few weeks, about the safety of one of the most popular (but futuristic) schemes for winning energy from elsewhere—geothermal power.

This environmentally "clean" source of energy seems well on the way to becoming as much of a public nightmare as nuclear reactors, for in the August 1 issue of *Science* two American scientists, Thomas F. Gesell, of the University of Texas, and John A. S. Adams, of Rice University, point out that geothermal electricity generating plants will release substantial quantities of radioactivity to the atmosphere.

The geothermal station at Wairakei, in New Zealand, is for example reckoned to discharge to the atmosphere each day radioactivity equivalent to a gram of radium.

On the face of things, geothermal power might therefore be as big a hazard to the health of those who live nearby as the building of nuclear power stations. Indeed, with such a rate of discharge of gaseous radioactivity in the form of radon, people living downwind from geothermal power stations might be exposed to as much radiation as they receive naturally from cosmic rays and other sources.

Fortunately, most potential sites for the generation of geothermal power are remote—there are not many people living nearby—which is, of course, the principal reason why geothermal power has been developed so slowly. The customers are too far away.

But the potential for geothermal power is a certain interest. In the history of technology, it has almost invariably been the case that entrepreneurs or governments have gone ahead with specific technical projects only to discover that, in the course of time, there were snags. On some occasions, as for example in the development of airships, whole technologies have had to be abandoned.

The recognition that even geothermal power, often considered next only to solar power in its cleanliness, may bring hazards to the general population is no particular surprise—or should not be. But there should now be a more open recognition that postponing a decision about the way in which Britain's energy economy is to be developed cannot be justified by the belief that, if only we wait, we can have our cake and eat it.

## Science diary by John Maddox

### Heavy hand on oil prices

There is a case for thinking that the cause of what we call the energy crisis is the way in which the United States Administration has inflated properly to allow the price of oil to find its own level, according to the laws of supply and demand.

Since before the Second World War, the price of natural gas in the United States has been controlled. Since 1959, a variety of the pieces of the United States Government machine have been concerned to restrict the profit that oil companies can derive from the oil they drill.

Last week, President Gerald Ford seemed about to acknowledge that Congress would deny him the legislation needed to remove the restrictions which now require the owners of oil wells in production before the summer of 1973 to sell their oil at no more than \$6.00 a barrel, but

which allow producers of new oil wells to sell their product for what they can get—currently, between \$12.00 and \$13.00 a barrel.

The first thing to say is that it is, to people elsewhere, a surprise that the United States, supposedly devoted to the cause of free enterprise, should so often have to build with impediments of its own making, to the free operation of market forces. The second is that so many orthodox economists should have thought it sensible to support the view of Congress that it is inequitable to offend consumers (most of whom are voters) by making it possible for the price of oil in theory to be increased.

Thirdly, it is strange, to say the least of it, that nobody seems properly to appreciate that it would be possible, in the United States, to decontrol the public for the hard-earned money that it has paid for its oil. This is a possibility that has been largely ignored by the hard-earned money that it has paid for its oil.

All this has a bearing on the British problem. If it had not been so difficult to secure a rational mechanism for the price of oil in the United States, OPEC would have been as successful as it was in 1973 in declaring unilaterally a higher price for oil.

In short, what all this implies is that there appears to be a conspiracy among governments to restrict the free operation of the market in such a way that the consequences do not bear on them. This plays into the hands of those who can produce oil cheaply, in the Middle East, but who want to charge a high price for it.

### Time and tide

Why does the moon keep on facing towards the earth? And was it always like that? Dr William R. Ward, of the Smithsonian Astrophysical Observatory at Harvard University, now says that it may not always have been like that. (Science, August 15). He has been able to reconstruct the way in which the moon's axis has changed in the last 300 million years or so as a result of tidal forces, principally those between the earth and the moon.

During that period, the size of the moon's orbit about the earth has increased by a third. And, from the calculations, it seems that only in the comparatively recent past has the moon kept one face pointing towards the earth.

Mathematically, the problem is that of a spinning top slowed down by a gravitational force from a distant source, the earth. It is like a gyroscope, effected by a magnet. What happens is that the axis about which the moon rotates to begin with, with the moon's axis, finally settles down, but only when the tidal forces have distorted the moon sufficiently to ensure that it points continually towards the earth.

John Maddox (above), the author of this column, has been writing regularly in the TES for the past two years. As reported last week, he has been appointed director of the Nuffield Foundation, replacing Dr Clifford Butler. Mr Maddox is a former editor of "Nature" and was assistant director of the Nuffield Foundation between 1964 and 1966.

## Sport

### Tough on young fans

by Stanley Levenson

Life is going to be hard for young football fans in the season about to begin. All the guns and ammunition of the anti-hooligan campaign are aimed at boys and girls below the age of 18.

Tougher new measures to curb crowd violence were announced last week by Mr Denis Howell, Minister for Sport, following the latest round of meetings of the working party on crowd behaviour which he chairs.

Mr Howell's latest plan is to ban the sale of alcohol to "unaccompanied minors, except season ticket holders and those registered with the supporters' club". This, if operated, would exclude the vast majority of young fans—and indeed all ones.

So, too, would the recommendation for what are called "key times"—dry zones to prevent pitch invasions, and designated pens to prevent fighting on the terraces—possible restrictions, or total bans, on the sale of alcohol.

Two sets of guidelines were produced, one for the 14 teams competing in European competitions, and one for domestic matches involving the top two English divisions and the Scottish senior divisions.

In both, there is a clear blanket ban against youth. The recommendation on European competitions is to consider banning the sale of tickets to "unaccompanied minors, except season ticket holders and those registered with the supporters' club". This, if operated, would exclude the vast majority of young fans—and indeed all ones.

### 100 hours of table tennis

Six Midlands youngsters played table tennis for 100 hours last week to raise funds for the Boys' Brigade. During their marathon, the six completed 1,010 games, broke 48 balls and four bats.

Meanwhile, 20 young footballers from King Edward VI College in Nuneaton announced their intention of beating the world record for non-stop table tennis. The present record is 64 hours, and the boys, all 16 years, want to establish a new record of 100 hours.

Money raised will be divided between the Nuneaton branch of the Society for the Mentally Handicapped and the college for buying equipment for a new six-room common room.

Eight masters are expected to supervise this marathon.

### Star cyclist

Mark Karavassili, a 15-year-old from Mark Karavassili, Kent, winner of the Hayes School, Kent, open circuit race at Plymouth last month, took the British school sprint title at the British Cycling Federation's championships in Leicester on the 2,000 metres bronze medal in the 2,000 metres sprint, which was won by the youth of Christleton School, Cheshire.

## Europe

### Youth groups tighten up

Paul Newberg

Eastern Europe's Communist youth movements are engaged in a post-war type effort to rally the youth of the continent as a force of "progressive" force, regardless of political affiliation. At home, however, they are tightening their line on discipline, ideological commitment and the struggle against western influences.

A week-long jamboree of European youth and student organisations was held in Warsaw, the project was part of a three-day meeting in the Hungarian resort town of Balaton, which was held under the auspices of the World Federation of Democratic Youth, which has its headquarters in Budapest.

The meeting included representatives of the international union of student organisations of various nationalities, gathered to look at "all possible forms of co-operation" to see what could be achieved.

The new internationalist drive of the European youth leagues, which the policies of détente being pursued by Eastern Europe's ruling communist parties themselves. The youth of east summer's gathering, the Polish Youth Federation, will be a significant part of the youth activity. In the new context, the ending of the Communist security and co-operation.

In his few weeks as its chairman he has produced a shake-up of the leadership of the socialist union of youth, which groups close to 1.5m young people in the country, and which he led between 1965 and 1972, as well as of the socialist youth union, Poland's main youth organisation.

In Hungary, the entire membership of the country's 800,000 strong communist youth league has just been through a novel screening process. All membership cards were called in, and fresh ones issued only to those considered "deserving" by the membership meetings of their basic organisations. These are to be held every spring from now on. Some 40,000 people were either excluded or left out of their own accord.

The new screening process appears to have been the work of Dr László Morányi, who was elected head of the youth league in June.

Sweden  
Telecasts will give courses and culture

Cultural Television Foundation provides culture and entertainment courses in an entertaining way to the largest number of people possible, says Pablo Garcia, vice-president of the foundation and executive producer of Open University television.

OU telecasts will be divided into three stages: cultural programmes for primary schools, pre-university, and university programmes. The first stage will be divided into four segments: in the first, 30-minute programmes for primary schools, pre-university, and university programmes. The second stage will be divided into four segments: in the first, 30-minute programmes for primary schools, pre-university, and university programmes. The third stage will be divided into four segments: in the first, 30-minute programmes for primary schools, pre-university, and university programmes.

### Marks every term could be abolished

from Mike Duckenfield

STOCKHOLM  
The few remaining terms marks—Including those in the final year—In Swedish comprehensive schools will be abolished following the Riksdag's recommendations of a special parliamentary investigating committee.

The *Balpygrändning* Committee (BU), which is due to present its report later this year, is also expected to recommend a reduction in the size of the marking scale used in the integrated upper secondary school which follows the comprehensive schools.

Sat up two and a half years ago, the following National Board of Education suggestion to the present marks scale to "specific levels of attainment in each subject". The proposal was, however, thought to be too complicated to be applied effectively on a national basis.

The seven-strong committee, comprising representatives of all the parties in the Riksdag except the Communists, being assisted by nine experts including three trade union federations, two teachers' unions and both pupils' organisations.

Supported by the pupils' organisations, one of the teaching unions and some local school boards, the committee strongly disapproved the competitive system, which it felt still remains in the school system.

It is worried that the existing marking system, which was mainly developed in the latter stages of the one-year comprehensive (seven to 15 age group) and the voluntary secondary schools, only serves to point out and further discourage weaker pupils.

One of the main criticisms against the present scale is that it is too comparative and not absolute, thus encouraging the competition between pupils. The committee also criticised the distribution of marks, which must fall on a 7 per cent of

pupils receive grades one and five; 24 per cent must receive grade two and four and the remaining 38 per cent must receive grade three. BU is almost certain to recommend the ending of the third and sixth-year marks and it is very likely to urge the abolition of all comprehensive school marks except those for class tests.

In their place the committee favours a compulsory duty on schools to meet the parents of every child at least once a term to discuss social and psychological problems rather than academic achievement.

The big problem, however, is what criteria the committee should recommend to replace marks as the qualifying means of selection to the various courses at the secondary schools.

To replace the marks system the committee are considering with five new criteria. In the first place pupils wishing to take a particular course at secondary level may have studied the necessary relevant optional subjects in the comprehensive schools.

## France

### New fund should help to promote reading



Paris: Bibliothèque Nationale.

from William Farr

PARIS  
The Government have announced measures to develop libraries and encourage reading, neither of which is as far advanced in France as in many other countries. The surprising feature is the decision to break down the single libraries administration created a year ago and attached to the way Secretariat of State for Universities because, it was said, they formed a cultural wave of education and dependent on higher education.

The *Grande Bibliothèque Nationale* will remain attached to the Secretariat of State for Universities, as will the university libraries, but its director (the present one is just about to retire) will no longer be concerned with public libraries and other related services. School libraries will continue as the responsibility of the Ministry of Education.

It is said that the president himself wanted the public libraries and public reading services transferred as a department to the Secretariat of State for Culture, who is responsible for museums, cultural centres, music and theatres. The department will advise and assist municipal public libraries run by cities and large towns, of which there are about 900. They will also operate the central lending libraries based on departments, which provide library services for towns and rural communities with less than 20,000 inhabitants.

Started in 1945 by General de Gaulle, there are now 70 central libraries. Twenty-five departments will have one. Mobile libraries go out each day to issue and collect books from each central library headquarters. They lend books to individuals, to local centres, such as youth clubs, schools, and to municipal libraries with small stocks of

books in 16,000 communities. Some large urban authorities have also operated mobile libraries from their municipal centres since 1955.

In future the public library service will also be responsible for organizing departmental committees to promote the reading. These committees will consist of librarians, booksellers, heads of schools and leaders of cultural organizations. Assistance agreements will be made through these committees between the state and local communities, as for other cultural activities.

The state budget for library services this year, including the *Bibliothèque Nationale* and university libraries, was about £2m. To increase financial resources and encourage reading, the Government have decided to set up a new fund under the Secretariat of State for Culture. It will be fed by a levy of £10 a year on reproduction machines and by a tax of 0.5 per cent on proceeds from the publication and sale of literary works within the public domain. This tax replaces the present arrangement which gives receipts attached to ownership of literary works to the state for 15 years after the copyright expires. The National Centre for Literature, which exists to assist creative writers and publishers will become the National Book Centre, with a fuller representation of all the professions concerned and increased powers.

Part of the new fund will be used to promote French books abroad. A national organization to coordinate the present efforts of professional associations is to be set up. As a contribution to its work, the government have undertaken to review various customs, postal and air mail rates problems which hamper the distribution of French books abroad.

## West Germany

### Criticism of exams reaches a new peak

by David Dungworth

As record numbers of West Germans have been taking examinations this summer, criticism of the present system of testing—and its effects on examinees—seems to have reached a new peak. Roughly two students out of three are apprehensive over forthcoming examinations, according to a survey conducted by the Psychosomatic Clinic of the University of Gießen. But a high proportion experience an abnormal degree of fear.

Further investigation carried out by the clinic found that almost one student in five want to an advice centre for help either shortly before, or during, their examinations.

The reasons most frequently given to explain this anxiety were that they knew the examiners only slightly or not at all, and that they felt that their whole future depended on the results.

Hart Rolf Morgenthau of the Psychosomatic Advice Centre in Frankfurt distinguishes between students who prolong their studies for as long as possible, and those who give up before completing their courses.

The Frankfurt centre has analysed examinations and this technique has proved successful in relieving anxieties. Pressure to achieve good results also affects schoolchildren down to a primary level and can cause severe headaches, vomiting, asthma and circulatory malfunction, according to hospital consultant Dr Johannes Mainhardt, spokesman for a study group set up by the German Teachers Association and the Association of German Doctors towards the end of May.

The group says factors include the closing down of small country schools, parental pressure, the proliferation of different subjects taught by different teachers and the competition for university places.

Similar sentiments have been expressed somewhat more forcefully by Herr Wilhelm Ebert, president of the Bavarian Men and Women Teachers Association. At a recent conference in Basseu, he argued that schools were in danger of becoming anti-educational establishments because a child's main motivation was the fear of obtaining bad marks.



## LETTERS

## Counting the cost of King's College Chapel et al

Sir,—I should like to be one of the first to give a shrill of the "near hysteria" Professor A. J. Merrett predicts as a response to his article *Money Down the Drain* (July 25), but I find myself unable to do more than whisper a question: Just what is he advocating, in the name of what?

How can one reply to an article which allows itself such unsupported generalizations as "This unbridled largesse has produced the most functionally inadequate educated class of any industrialized country"? Inadequate to what function? Economic. Ah, I see, economic. What economic function, then? "An economic return demonstrably higher than say (sic) 20 per cent in real terms", it seems—and 'real' includes an allowance for "capital costs" such as, say, the cost of King's College Chapel and other items of expenditure, over which the educated man must loop to demonstrate his return of, say, 20 per cent.

Or, to put it another way, if we as taxpayers were to be presented with a local expenditure referen-

dum (LER) and asked if we wanted more doctors or long-haired, lay-about sociology students at Essex, we could make sensible, rational choice. Of course we could, provided we had sensible, rational guidance to help us, such as "There is every reason to suppose that expenditure at primary and secondary levels is no less inefficient than at university level". It's that word "inefficient" that with one radical stroke does away with the need for evidence or argument or criteria for measurement. We only need to "suppose" inefficiency and we can vote to get rid.

Not that we should vote to get rid of "culture" (whatever that may be) altogether. By all means let us have culture of "no lower standards" than the USA, inefficient and functionally inadequate though it may be—but if it is not going to produce your 20 per cent return, if you still want it, you get it for yourself. If you want to do productive culture, like advertising (it refreshes the parts other culture cannot reach), you can get involved in to the tune of £15,000. If you want to do Greek (classical)

then get a part-time job and study in the other part-time. A good slogan rates a £1 investment, a Greek irregular verb rates 3p.

Professor Merrett's line is as dangerous as it is ill-thought-out and ill-expressed. Where one can rely on the support of powerful prejudices argument is unnecessary. But as I don't happen to share these prejudices I'd like to offer these radical questions together with my own answers, as a means of getting the argument on to a rational level.

1.—What are the "abuses" he is hinting at? A. I don't know, but he could mean education as leading to a radical questioning of ends and means in an industrialized country. 2.—Is he radical? To what ends does he suggest that our profession should question and reform? A. Na, he isn't. The sort of reform he indicates would be in the service of updated Victorian utilitarianism, the touchstone to be money or goods (real things) and all other criteria to be derived from those standards. 3.—What is the view of the purpose of life/man/education implied in the article? A. Life—no purposes,

only processes. Man—to be a producer and a consumer. Education—to teach man to produce more; he can learn to consume without help.

Oh Brave New World, that hath such Merrett in it. Of course his central point, that education is in need of reform, is incontrovertible. The same could be said of business, medicine, and government. Money is wasted in education, business, etc. Education, etc., does tend to "justify its cost and enormous abuses". But Professor Merrett's attack is mere rabble-rousing. A period of economic uncertainty is always a good opportunity to get rid of any long-term investments you happen not to like. You only need to breathe words such as "luxury" or "inefficient".

However we react to his ideas, Professor Merrett will call it near hysteria as this sentence makes clear: "The near hysteria with which one must expect proposals like these to be greeted by some members of the education profession is, in part..." Notice that "is", where an author less conscious of the effect he seeks to produce would have written "would be". The article is calculated to arouse hys-

## Johnny go home-time for national coordination

Sir,—Your editorial comment on *Johnny Go Home* emphasizes a crying need for better organization, but seems to imply that this is a matter for social workers only. Yet much of the work with young people drifting into London is carried out by youthworkers operating through voluntary organizations with workers seconded by the education authority.

Perhaps Johnny and his mates will be less encouraged to get up a committee to coordinate the various voluntary organizations which was revealed as woefully inadequate in the *Johnny Go Home* film.

My contact with many agencies working in this field convinces me that the great majority are well managed and professionally run in a genuinely caring way. But what is lacking (apart from funds) is effective coordinating machinery. Too often the left and the right hand are in ignorance, giving opportunities for young people to play off the different bodies and for unscrupu-

lous persons to play off the young people.

The many statutory and voluntary organizations with some responsibilities in this field of work can only be effective if they work together and often share the will, but not the way. That cooperation extends outside the London area, because a caring service directed to young people who leave home must also offer a service in this home area. Sending young people home is rarely a guarantee that they will not return.

Effective practice of counselling, information, advice, and guidance will require proper cooperation between educationists and social workers, and coordination at local level is as important to help the "Johnnies" in their home town, as is national coordination to respond to their needs when loosed from local ties. Is it beyond our ability to create such a structure?

HAROLD MARCHANT, Chairman, Youth Aid Lewisham, 4, Sandhurst Market, London, S.E.6.

## Standards recognized

Sir,—Margaret Roberts (July 25) asks for a recognized standard of educational provision for the four-year-old. In fact, we already have a standard in the Department of Education and Science circular 2/73.

Paragraph 18 welcomes the admission of the four-year-old into the infant schools which "with a further fall in primary school numbers and more teachers will become feasible on a growing scale". They were optimistic days, indeed. It goes on in paragraph 19 to state that "authorities should ensure that the hours of attendance, staffing, programmes, accommodation and equipment for these children under-

five are equivalent to those appropriate to nursery classes".

One would not wish for a more specific code. Why is it not being implemented? Why do not HMIs bring the DES policy to the notice of those involved? Why do nursery advisers appear content with the substandard provision Margaret Roberts indicates? Why do not the infant teachers quote paragraph 19, circular 2/73, to their I.E.A.s every time they are asked to accept children under any other conditions? These are the questions, which should have been raised. It is beyond our ability to create such a structure?

MRS. B. M. L. PERRY, 97 Beeches Road, Chelmsford, Essex.

## Back to the kitchen?

Sir,—As a student teacher I have become increasingly depressed over the past few months about the job prospects in teaching.

At the age of 35, I entered college with the ambition of providing a reasonable standard of living for myself and my four dependent children. Since then the car back to education has made it necessary for most of us to reduce the number of teachers.

This in itself is bad, but when I see most schools being staffed by married women who are working for a second income, the prospect of being unemployed myself is very real.

With large numbers of unemployed, surely the provider of a family should be given priority by the L.E.A. and women already in teaching in order to provide a second income to supplement their husbands' should stand down until such time as the economic situation has improved.

It does not seem reasonable for hundreds of newly qualified teachers to be unable to provide even the basic needs for their families because some families want to provide the luxuries.

ELANE KERSEY, 30 Ralston Park Road, Chalfont St Giles, Bucks.



"Well, why do you think it's called outdoor pursuits?"

## Liverpool leavers

Sir,—Recent reports have rightly focused on the growing problem of unemployment among school leavers and the limited measures announced by agencies such as the Manpower Services Commission.

But for many areas these problems are not new. Since 1972, as part of a research project, we have been tracing the progress of a group of 15-year-olds from a very disadvantaged area of Liverpool. A report is shortly to be published.

Only a handful of the sample remained in full-time education beyond the minimum age; the rest have experienced consistently high levels of unemployment, with rates of 20 per cent or more, even before the current economic crisis. Very few (7 per cent) are in any form of apprenticeship or in secure jobs with training.

Largely unqualified and frequently in marginal jobs in declining industries, they are doubly vulnerable at the present time. Their already high unemployment rate is now certain to rise sharply.

Now that the more prosperous end of the country are beginning to see some reasons from the Gov-

ernment. We would have hoped that, at a time of scarce resources, this would have taken a positive discrimination form, with most help for areas and groups where unemployment was already high.

However, the Manpower Services Commission's measures for extra training places, though obviously welcome, appear to be aimed more at those already in or about to enter the more skilled jobs. They will thus hardly touch the unqualified leaver in economically depressed areas.

The only government programme to affect our sample was the community industry scheme, but even this only provides short-term employment for a very small number.

In the next few months, the unemployment rate among leavers in areas such as lower Liverpool is likely to reach levels not seen since the 1930s. The only solution is direct government intervention to create employment specifically for such groups.

PAULINE JONES, KEITH PULHAM, Social Education Unit, Oxford University.

## Pelting Mulley

Sir,—I do not know when Mr. Fred Mulley, next speaker at the boys of Warwick School, was on occasion in 1935 mentioned by a correspondent, W. P. C. I have not telephoned the Secretary of State to find out.

I do know that in 1971 his speech after prizes was a considerable one and he was "pelted" with stones by boys and parents. On occasion he was on the school was glad to be a boy of distinction; the winner, too, as they say on a day holiday.

Happily the 1935 affair had feelings in it. He has been a member of the Warwick Association for years and was a very popular figure in 1935.

In fairness to the present School boys, I should say food is wasted when we have elections these days, and we two of them of course last year.

P. W. MARTIN, Headmaster, Warwick School. Sir,—Are the people who Fred Mulley in 1935 the same who are now asking him to join the direct grant schools? P. J. CLARK, Headmaster, Holton High School, Worsley, Manchester.

## 16-plus report

Sir,—In your issue of July 25 is an article on a report of 16-plus examinations. This report will go not only to secondary schools, but also to colleges and other institutions in England, Wales, and to all member states of the Council of Europe.

Those concerned will be told their views known to the all before any decision is made. The statement in the paragraph of your article, "The report is on the common examination at 16-plus and is a joint report, which is from the joint committee of the Council of Europe and the Council of Ministers of Education."

Those who read the report see that, contrary to the view put forward in the fourth paragraph of the article, no lowering of standards is envisaged.

L. J. STROUD, Joint Secretary, Schools Council.

Letters for publication should be sent by Tuesday morning at the latest to the Editor. They should be as short as possible and should be written on one side of the paper only. The Editor reserves the right to edit them if necessary.

12/13

Creative writing course

15/17

Books: anthropology and literature

18/19

Resources: summer events; developing countries; geography



A cadet develops a technique for taking down particulars, and "Nice straight backs" in this school gymnasium.

## All part of the service

Albert looks at the education and training of cadets at the Metropolitan Police school at Hendon

the gym. About a dozen young men in blue uniforms sit at their desks, each with a book open. They are all looking towards the front of the room. The room is a large, well-lit gymnasium with a high ceiling and a wooden floor. There are some sports equipment and a table in the background.

centres, where they spend one term doing community work and the rest of the time until they are 18 doing police-work attachments. In June there were 418 cadets at the school, with 238 on outside attachments—and there are plans to take in the first of 80 girl-cadets in September.

The school, which is the hub of the scheme, is a large, modern building with a complex of police buildings on the old Hendon aerodrome site in North London. The buildings group around a drill square (with two coloured turrets to make the drilling easier). An obstacle (not a security device) is tucked away round the back of the railway line, a travelling West-Long Cranbourne with artificial rock faces) and four school houses with dormitories and single bedrooms for about 100 cadets. Plus a Blue Lamp Club in the gym block—a kind of junior police club with soft drinks.

The founding commandant of the cadet corps was Colonel Andrew Croft, a distinguished soldier and polar explorer who was brought in from 1960 until 1971 after running a police force in the Falkland Islands. He was a commanding officer of the Royal Canadian Mounted Police during the 1950s and 1960s. He has two sons already in the force.

Although senior officers insist that they are part of a service and not a force, the military ethos is strong. Cadets wear uniforms. They are divided into houses and units. They are given a lot of discipline, and are expected to be a good example to the public. (According to the commandant) "promoting

healthy competition between cadet and cadet, and house and house". There is a formal hierarchy, with prefects and house captains.

There is a variety of certificates for the cadets to earn, and 10 per cent of the curriculum includes police topics such as the Official Secrets Act, and Badges of Rank. They parade every morning at 08.30 hours, and at the end of their school course they pass out. "A splendid effort", says the commandant. "It does your heart good to see all those nice straight backs."

Physical training has a high priority. There is a wide range of sports at the centre, one adventure training centre in Epping Forest and two in Wales. There is a physical training staff of 15, an adventure training staff of 10, and a budget of £38,000 over five years.

"If you can justify having police then you can justify having them physically fit", says Ron Skinner, the son of a Burnley policeman, former short-service army officer, and lecturer at Queen's University, Belfast, who is now the director of physical education at Hendon. "We are training them for a specific level of fitness. I think we are educating them as well, but—unlike to the schools—this is done indirectly."

Physical training and police studies take up half the cadets' time; the rest is available for education. According to proposals at present being discussed, cadets will be able to take three O levels or two A levels from a list of subjects which includes English, statistics, British constitution, geography, social economics, modern history, sociology or French. Those taking neither O nor A

levels will be able to take the college's own I (for internal) level examination.

"What you have to do is to project yourself forward and see the cadet in his mid-twenties, as a policeman in the streets of London," says Ken Patterson, a former RNVF lieutenant-commander and schoolteacher, who has been director of education at Hendon since 1960. "He is going to need some degree of understanding of the nature of society. He is going to need some knowledge of the sources of law that he will be required to put into operation. Then there is the importance of oral and written communication. It all falls into place."

One peculiar feature is that the educational staff are not employed by the Metropolitan Police but are provided by Brant Council through Kilburn Polytechnic. The head of the 31-string department is Bill Moss, who is technically responsible to his principal rather than to the director of education. "It is a very unusual situation," he says. "But it seems to work quite well."

"We don't educate policemen. We educate people who are going to be policemen. I hope they are going to be no less well educated than the members of the general public—slightly better. And they should have certain attributes, such as a moral and physical courage, tolerance, sympathy, backbone, full of the milk of human kindness, and they must be prepared to stand their ground when they believe themselves to be right."

"I don't think that's a utterly ivory-towered. But we are trying to get a quart into a pint pot. The clock and the calendar are always against us."







# Sharing a vision

Peter Hebblethwaite on the aims of French philosophy

There exists somewhere the script of a radio discussion between a youthful Freddie Ayer and Emmanuel Mounier, founder and editor of the review *Esprit*. The date was 1946 and they were invited to discuss the state of philosophy in their respective countries. "What", Mounier enquired, "do the *jeunes* in England expect of philosophy?" Ayer replied that they did not expect anything of philosophy, and indeed on the whole did not recognize the existence of philosophical questions. Mounier was deeply shocked. What could British *jeunes* live on the meaning of love, commitment and existence? How could they organize their lives coherently? How could they develop a world-vision? Ayer answered that philosophy in England did not have such extravagant ambitions.

The difference between the French approach to philosophy and that found here remains. It has been abundantly documented in volume IX of Professor Frederick Copleston's massive *A History of Philosophy* which is entirely devoted to French philosophy between the Revolution and the present. It is a difference not merely of content, but even more of method, style and intentions. Consider, for example, Bergson. His "high-

flown and rhapsodic style", says Professor Copleston, have meant that he has been taken for a poet or a mystic rather than a serious philosopher. But, fair-minded as ever, he adds that Bergson should not be blamed for failing to do what he never aspired to do. He was pursuing different goals from those of the analytic philosopher. How are we to explain these differences?

Taine was one French philosopher who attempted an explanation. In *La positivisme anglais* he informs his compatriots that for the English empiricists, the world is nothing more than a collection of facts, and that if there are relations between them, they are purely contingent. John Sturt Mill, on this account, represents the culmination of a line of thought which began with Francis Bacon; and Mill, by confining himself to experience and its immediate data, "described the English mind while believing that he was describing the human mind".

However, Taine had not yet finished. If the English saw the world as a succession of fragmented data, the Germans aimed at an impossible vision of the whole, neglected the limitations of the human mind, and tried to reconstruct the world of experience by means of pure thought. If the English

don't try hard enough, the Germans try too hard. Thus Taine makes room for a synthesis, to be effected by Frenchmen, between English empiricism and German metaphysics, which would combine the attention to detail of the one with the grandeur and sweep of the other. The French vocation—and how easily even the most unbelieving Frenchmen use this idea—was to correct the errors of their neighbours and "to express them in a style which every one understands and thus to make of them the universal mind".

But an examination of what French philosophers actually did does not suggest that they were spokesmen of the universal spirit. Their concept of philosophical activity is strange to those differently educated. So Brunschvicg held that "philosophy is... intellectual activity becoming conscious of itself. It is the integral study of integral knowledge". Brunschvicg owed more to German idealism than to English empiricism. Few have heard of Alfred Fouillé, yet he left his mark on the French language with the concept of *Idée-force*. Professor Copleston explains what this means: "Every idea is a tendency to action or the beginning of an action. It tends to self-realization and is thus a cause." Or take Fouillé's grandsons who believed that "consciousness was simply a luminous point in the great obscure sphere of life", and even more curiously, that "life is fecundity". The minor figures tended to be the major teachers, and a good deal of French philosophy is a search for the striking metaphor or the "good formulation".

The style of teaching evidently determines the expectations of philosophy. We have, for example, some of the essays Simone Weil wrote in the *Revue de l'Enseignement Supérieur*. She was sat to write about such themes as "the role of the imagination in perception" or "the relationship of the good and the beautiful". Alain's commendable remarks to the margin said "très beau" or "belle formule". He was looking for the vivid phrase which seemed to open up an insight, and this brings the

study of philosophy closer to literature. Alain and Simone Weil formed a link in the chain of tradition, for Simone herself went on to teach in various lycées before abandoning teaching for the factory floor.

The fact that philosophy is taught in lycées is the crucial difference. It has three principal effects. It means that there are many more professional teachers of philosophy in France than can be found in England. They read and discuss the latest books. They are not exclusively confined to universities. Secondly, they tend to have a strong sense of their "midwife" or "awakening" role as teachers. Alain was typical once more: one cannot teach philosophy as a set of conclusions, one can only lead students to philosophise themselves. They learn from the classical masters of philosophy, but at some stage they must begin to evolve their own personal synthesis. So the third effect of the teaching of philosophy in the lycées is to create a wider public familiar with philosophical vocabulary and categories. This can be seen in literary or film criticism, and in politics.

Thus "sensibilised" (as they would say, the French have higher expectations of philosophy than are usually entertained in Britain). It is true, as Jean-François Resnais pointed out in *Pourquoi des philosophes?* that the sales of particular philosophical books tend to slump dramatically once their authors cease to sit on examination boards—which suggests that the desire to read them is not entirely disinterested. But it is also true that one sometimes finds to explain the success of a French philosopher by noting that he fulfils a "little need". Professor Copleston uses this idea when speaking of Bergson who once enjoyed an enormous vogue. It became fashionable to attend his lectures at the Collège de France. Bergson's impressionistic reliance on intuition and love of metaphorical language could all be overvalued because "it did not seem to be a philosophy thought up by someone fighting a rear-guard action, but rather the expression of an outlook for the future".

The same remarks can be made about Teilhard de Chardin whose world-vision, Copleston observes, may appear "at best as elevating and hope-inspiring poetry and at worst as a large-scale confidence-trick". Teilhard fulfilled a "felt need", and Copleston concedes that the splendour of his vision can make pedantic objections seem "irrelevant and pedantic". These examples illustrate the different expectations entertained of philosophy in France. It aims to provide an intelligible picture of the world. It articulates, interprets and synthesizes experience. It sets out to share a vision. The French approach to philosophy is once more closer to literature. That is why they move so easily between genres. Since the mid-19th century, French philosophy is all the more so. The most diverse and contradictory views have been advanced, refused and advanced again. Every *lumi* has had its day.

Taine was nearly right. While English philosophy prefers the unending task of preliminary analysis of the terms one might pertinently use, French philosophy forges boldly ahead. It cannot be accused of not being exciting. One should not, of course, give the impression that French philosophy is all of a piece. The most diverse and contradictory views have been advanced, refused and advanced again. Every *lumi* has had its day.

Yet French philosophers have been engaged in a perpetual conversation with each other. It is notorious how every new professor begins by refuting his predecessor—which is another way of being influenced by him. This cultural conversation has been going on for a long time, and it is continually renewed and reanimated by the teaching of French philosophy. It leaves the outsider feeling rather bewildered, as though he had joined a conversation in a conversation which began several hours earlier, no one would pause to define a term or to explain an allusion. And this cultural conversation is as unmistakable and recognizable as French cuisine. In view of the claims frequently made by French philosophy to universal validity, it may seem rather disappointing to reduce it to its cultural context. Yet its total effect leaves one with no other option.

*Maire de Biran to Simone, by Frederick Copleston. Search Press £7.00. 0 8532 341 1.*

The Challenge of the Primitives. By Robin Clarke and Geoffrey Hindley. Cope £4.95. 0 224 01141 3.

Earlier this century, books with titles like *Are We Civilized?* set out to challenge the optimistic assumptions of nineteenth century theories of social evolution by comparing the troubled state of modern society with anthropologists' accounts of primitive cultures. They generally concluded that civilization was not all it was cracked up to be but that the ivory island lay in such things as the humane use of technology and more international co-operation. Ultimately civilization did have the potential to fulfill the long-delayed promise of progress and transcend both primitive savagery and modern barbarism.

Only recently have the findings of anthropology been used to suggest the superiority of the social organization and modes of thought of non-western societies. While the idea of a return to the primitive is much older than the creed of progressivism, as old as the myths of Eden or the Golden Age, and the ubiquitous relation of urban man to his country cousins, as represented in the pastoral genre in western literature, has long been a focus for the expression of these civilized discontent, the use of existing, documented societies as the ideal type of social organization is not really part of this tradition. Rousseau particularly, whose *Noble Savage* gave the impetus to Romantic primitivism, makes no identification of this kind and nineteenth-century travellers' tales are more concerned with the exotic and picturesque than the ideal.

The authors of *The Challenge of the Primitives* situate themselves in the tradition of social concern rather than one of literary representation. They have a simple idea, "that Western man is lost in a search for happiness and may begin to find his way again only if he is prepared to look into the world of the primitive". They characterize the primitive as an essentially conservative mode of organization, maintaining a social equilibrium integrated with its natural environment. In contrast to the constantly unstable expansionism of the western urban, industrial order, they argue that only the redemptive of the ballets and values of the primitive can save civilization from destruction. They rightly put forward the fruits of anthropological research as a more valuable guide to human possibility than the preliminary psychology or ethology of the last century. The literature is plentiful and the consequent idealization of the primitive distorts the sources and weakens their

value. It may be that hunters and gatherers are "the original model society", fulfilling their needs in a fifteen-hour working day, but the linear representation of time betrays an unconscious anthropocentrism and it may be that small-scale societies are more integrated and more secure than our own. These statements, though, are value-judgements, not facts. The authors should at least acknowledge what appear to us to be unacceptable evils and limitations of the primitive conditions. The prevalence of nature, the prevalence of nature, the prevalence of nature, such as these do not

*Justice to the diversity of "primitive" cultures, despite the authors' animadversions on the richness and variety of primitive life and the "polyphony of social structures". Their reference to the Tiv (of Nigeria), for instance, as "neighbours" of the Nuer of the Sudan suggests some lack of regard for the precision and specificity which is one of the best features of modern social anthropology. Their shifting definition of "primitive", which expands from hunters and gatherers to cover virtually the whole range of non-western societies, creates a perfect profile, but it is bland and unreal, devoid of the idiosyncrasies and imperfections of a real society.*

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It would be unfair to judge this book by purely anthropological criteria. The authors are not attempting to make authoritative statements about the nature of primitive society, but to raid the store of other cultures in order to suggest possible models for changing our own. Their homogenization of the primitive constructs a kind of myth of a good society from fragments of the vanishing world and one might argue that there is no harm in the idealization of cultures that are in most cases doomed to destruction or radical transformation. But the idea that almost any other society is better than our own is a foolish liberalism: at one point the authors commend Kanaka chieftainism in these terms: "any autonomous cultural worthy of the name tends to look on alien cultures with a kind of pitying wonder that there are men who can be so silly". But in our case it is the "arrogant and negative stance of ethnocentrism". And yet it is Westerners who have gathered the information about these other cultures: only western society has produced anthropologists. Perhaps it is the only one that needs them; perhaps the societies to which we have given the keys of death will show us how to save ourselves.

Yet there is a paradox in this very knowledge: "living in a society which has been stripped of its great myths", write Clarke and Hindley, "we are well placed to decide which is better. There are many voices today suggesting that its lack of myth lies at the root of society's sickness. There is a sense in which this very awareness precludes a return to the old mythology: the authors' approach to belief systems itself depends on a relativistic outlook which makes simple belief impossible." Here lies the greatest problem facing Western man, they write. "His very survival may depend on at least a partial rejection of that system of logical and rational thought which has held sway ever since the seventeenth century"—and which, one may add, has given us the anthropological knowledge deployed in this book. Although the authors are aware of this difficulty, they give us little idea how we can overcome it and incorporate an awareness of other peoples into a restructuring of our own. Dispassionate, there is an earnest pragmatism, there is an impracticality about *The Challenge of the Primitives* which makes it little more than a *Whole Earth Catalogue* of cultures. Indeed, the authors themselves ultimately claim their work to be: "A handbook of alternatives, aiming—to suggest some ways in which damaged industrial man might at last begin to trek back to social humanity." They may have pointed the direction but we have yet to find a path.



Nuer tribesmen at Duk Fadiat, Upper Nile, South Sudan. A chieftain addresses his warriors.

## YEATS: PLAYWRIGHT AND ROSICRUCIAN

Maurice Hennessy

*Yeats's Golden Dawn*. By George Mills Harper. Macmillan £7.00. 333 15030 9  
*The Cuchulainn Plays of W. B. Yeats*. By Reg Skene. Macmillan £5.95. 333 16604 3

The average student at almost any post-primary level is taught that Yeats is outstanding because of his poetic ability. Due almost entirely to his projection as an Irish literary figure, most students are aware of such sentimental poems as "The Lake Isle of Innisfree", "The Ballad of Father Gilligan", and "A Prayer for my Daughter". Some of the more sonorous ones may even be familiar with "Journey to Byzantium". But there was much more to Yeats than his love for Maude Gonne, his lost love, and his addiction to "the moth-hour of evening"; for reasons largely religious much of his activity with theosophy and the occult was not emphasized extensively by his Irish biographers.

Two new books, one by an American and the other by a Canadian, surround the poet with a new aura and explore his attributed "talents far beyond those which 'grace' part of the average poetry book concept. Both authors see Yeats not only as a considerable playwright, but also as one of the foremost mystical philosophers of his time. Admittedly his native Ireland has paid high tribute to his theatrical ability and even produced his plays at the national theatre, the Abbey. However, his native land has been distinctly silent on his Rosicrucian activities.

George Mills Harper, Professor of English at Florida State University, bases his book on unpublished manuscripts from the W. B. Yeats Library but expands his work with an epilogue and numerous appendices containing copies of many original letters and documents. This book is of particular importance for, although after many annual sessions the Yeats School in Sligo, Ireland, has stripped the poet of his literary richness and left only the very bare skeleton of its treatment of Yeats as the student of the occult, the catalyst in a series of serious mystical arguments and even as a clairvoyant, has for obvious reasons,

been soft-pedalled. Documents in Mr Harper's book show that Yeats presided at a meeting which formed the Hermetic Society in London in June 1885. The author makes it quite clear to us that the poet's avowed philosophy was that of an esoteric Christian; his beliefs were to a great extent based on occult, mental theosophy. In fact, Yeats would, if he propounded his beliefs today, be very much an "in".

Mr Harper reveals in detail and with clarity Yeats's internal quarrel with his colleagues of the occult and particularly with those in the Second Order of the Golden Dawn. According to Yeats himself, this quarrel was, apparently, "the worst part of his life". To act as a result of this period in his life, Yeats sought refuge in the personal consolation that "poetry is magic" but the poet is not a magician in the tradition of Mathers and Crowley.

Mr Skene, Director of Theatre and Associate Professor of English at the University of Winnipeg, bases his book on Yeats's five Cuchulainn plays and relates their structure and sequence to the poet's personal life. This book is an excellent complement to Mr Harper's since it confirms, by biographical reference, the documentary richness revealed by the latter. Mr Skene highlights Yeats's rosicrucian beliefs as well as his emotional disappointments. Through the Irish mystical figure, Cuchulainn, Yeats endeavoured to strengthen and to promulgate Irish mythology as a separate but powerful entity in the cultural world. But he attempted something else also which has never been fully examined by his fellow Irish literati: he endeavoured to prove that his investigation of the occult and his own personal experimentation in clairvoyance ("I being the mesmerist") were a hindrance rather to Christianity than Irish nationalism. As far as the latter was concerned, he did not succeed, for, Ireland's great 1916 hero, Padraig Pearse, would, according to Skene, have referred to Yeats as "Neo Pagan". However, Yeats persisted in his efforts to establish an Irish Mystical Order. It is questionable, unfortunately, in modern Ireland whether this aspect of the poet's efforts

would warrant either enthusiasm or esteem. Both authors have written very sophisticated works but are ever simple in their consciousness of the emotional realism of Yeats's love for Maude Gonne and its effect on his whole life. Mr Skene, quoting the poet, says: "Once she was married there was nothing to look forward to."

Mr Skene tends to pontificate about his own particular discipline. Summarizing Yeats as a playwright he says: "All evidence seems to point to the fact that as a practical theatre worker he was innovative, pragmatic, and highly skilled." Certainly he is not very familiar with the plays of many modern Irish literati, many of whom firmly believe that as a poet Yeats was outstanding but that he should have had enough sense to leave the theatre alone.

In contrast, Professor Harper puts the onus of most decisions about Yeats on his readers.

## JUST PUBLISHED



All sportsmen and women, no matter what their level of competition, need to become fit and strong. It is an achievable aim. There are many different methods of training and conditioning, some related to specific sports, others of more general use. Research findings related to fitness improvement are not always passed on to coaches, trainers, sportsmen and women in a form that enables them to structure their training programmes. This book, written by Dr. Nick Whitfield, former lecturer at Carnegie College, Leeds and an A.A.A. elite coach, does just that and outlines the essential methods of conditioning relating to all sports for men and women. It also includes muscular endurance, strength and running schedules and the book is illustrated with 100 photographs of operational and top class sports athletes in action during training sessions. Price £2.50. SP Publishing Limited, East Ardsley, Wakefield, West Yorkshire WF3 2AH.



Illustration by Michael Trowbridge



# SHORT-WAVE PROPAGANDA

Stuart Hood

*Radio Power. By Julian Hale. Pp. 144. £4.95. 0 236 01018 6*

At the end of his thorough and interesting examination of propaganda and international broadcasting, Julian Hale provides a table (the contents of the BBC) showing the estimated number of programme hours per week at present being radiated by a list of some 30 countries. As so often is the case with statistics dealing with mass communications, the figures reflect the power situation in the world: the greatest powers have the largest propaganda output. The United States broadcasts for over two thousand hours per week (admittedly over three different organizations); the USSR for just under two thousand; and the Chinese People's Republic for just under 1,500. Britain comes immediately below Germany with 720 hours but above Egypt.

How useful and how effective these operations are is a matter on which Julian Hale is commendably cautious. It is doubtful, he says, that the propaganda carried by these external services reaches more than a minority except in rare cases. The majority of people "... are generally resistant to messages that fail to fit into their own picture of the world and their own objective circumstances". It is a terrible pity, he says, that the propaganda is so often so poorly presented, and that it is so often so poorly presented, and that it is so often so poorly presented.

over radio's short waves. The situation can be summed up in another way by saying that when it comes to a confrontation only the propaganda of the victor can be said to have been effective.

Julian Hale quotes at length the Queen's view—a suitably pious one—that there is general agreement among the nations that "ideally the purposes of international broadcasting are to promote international understanding; but the facts of life contradict it."

The origin of external broadcasting was in times of international stress: in periods of greatest growth during the Second World War; its continued flourishing existence due to the Cold War. It was during the latter that two of the main American sources of propaganda came into being—Radio Free Europe and Radio Liberty, which aim to provide an alternative Home Service for their target countries and were, very logically, supported for 20 years by the CIA.

But there are other parts of the world where radio wars of varying intensity and importance also rage—in the Middle East, for instance, in the Far East, in Latin America and in Africa; of these Julian Hale gives a useful account. The target countries can seek to defend themselves in various ways. The classical East European method was to jam the signal, which was immensely costly and used up, in the case of Poland, enough current to supply a small town. Other methods include the provision of wired radio which

denies the listener access to a medium that would allow him to seek the truth and to stick and sell sensitive short-wave sets.

Most of the big stations are easily identifiable but there are also "black stations", which are sometimes also "freedom stations". One little known example, cited by Hale, was the station in Cyprus taken over by the Conservative Government in 1956 to broadcast anti-Masser propaganda—as Hale puts it—"to correct, indeed subvert, the non-governmental though official voice of the BBC". It is an episode worth more space than he devotes to it.

One of Julian Hale's theses is that there is a close resemblance between American and Russian propaganda: both suffer from dullness, both are strongly committed ideologically, both are controlled by strict policy directives; both transmit "truths" which are partial and, in the last analysis, confusing because they are at variance with the overt behaviour of the broadcasting powers. The external services of the BBC, set against these, he sees as presenting a model of liberalism and good manners. He has, however, a proviso: which is that "the British middle-class and middle-class may always be safe but it is not always either in the real centre or correct". Having once worked in Bush House, the home of the BBC's External Services, he is what is known as a Bushman; it would be nice if more Bushmen were as open in their judgments of their output as he is.

## TEACHER AS SHEPHERD

Margaret Cooper

*Pastoral Care. By Gerald Hough. Pp. 190. £2.50. 0 273 00159 0. Paperback £1.25. 0 273 00159 1.*

Those able to operate effectively within a framework set by their institutions' demands could find *Pastoral Care* a very handy guide on how to teach the best from the subject. Arguing that recently appointed specialists, themselves and teacher-social workers in no way reduce the teacher's dual role at academic and shepherd, the author demonstrates both his concern for the whole child—physical and emotional needs, at home and at school—and his entirely pragmatic approach. It's a handy, readable book, and every conceivable problem is covered: delinquency and higher education decisions, lunchtime loaves and short-sightedness. The "average form teacher" is offered plenty of down-to-earth advice on the importance of gathering adequate information about the flock, getting to know the home background (though home visits aren't so straightforwardly revealing as Mr. Hough implies), and being aware of the financial sources available to those in need; and there are useful tips on side-stepping the system (don't send a non-uniformed boy with a message for a punishment head), dealing with misbehaviour, spotting illness and stopping truancy.

The family personal tone suggests the author's high degree of satisfaction from his work as a

senior house tutor and a new teacher that allows him to speak the language of the limitations of teaching colleagues. Paradoxically, it may just be this book's simplicity that accounts for the book's success. Teachers are urged to take the fact that by joining a teaching community, they are accepting its ideology, becoming a member of a certain community, and there is no development of possibility of changing a system where it is potentially against the pupils. There is, however, a strong emphasis on the teacher's role as shepherd, and the book is a very handy guide on how to teach the best from the subject. Arguing that recently appointed specialists, themselves and teacher-social workers in no way reduce the teacher's dual role at academic and shepherd, the author demonstrates both his concern for the whole child—physical and emotional needs, at home and at school—and his entirely pragmatic approach. It's a handy, readable book, and every conceivable problem is covered: delinquency and higher education decisions, lunchtime loaves and short-sightedness. The "average form teacher" is offered plenty of down-to-earth advice on the importance of gathering adequate information about the flock, getting to know the home background (though home visits aren't so straightforwardly revealing as Mr. Hough implies), and being aware of the financial sources available to those in need; and there are useful tips on side-stepping the system (don't send a non-uniformed boy with a message for a punishment head), dealing with misbehaviour, spotting illness and stopping truancy.

## STILL ALIVE AND WELL

Peter North

*Religious Education. Edited by Ninian Smart and Donald Horder. Maurice Temple Smith. £3.65. 0 511707 30*

There is a place for religion in the state school? I sometimes wonder how many teachers might agree with the words of Lord Chesterfield, written in a letter to his godson: "Religion is by no means a profitable subject of conversation in mixed company." Looking back on my own experience of school religion I am amazed by how little seems to have been worth remembering.

On my first reading of Ronald Goldman's *Religious Thinking from Childhood to Adolescence* (Routledge 1964) I felt a great affinity with the schoolchildren who saw God as an old man in the sky who "climbs water down and it rains". The religious education didn't prepare me for anything different, and I was to believe the studies of Jesus, Christ, Allah, and others, there are many others in the same way. What place is there, then, for religious education in our state schools? Would the removal of the statutory protection of the 1944 Act send the final knell on a dying religion?

Writing as someone uncommitted to any religious dogma, I would be among the first to leap to RE's defence. And should I do so I would say in my hand this latest collection of essays edited by Ninian Smart and Donald Horder, with Jean Horder and Margaret Evening's book, firmly stuffed in my back pocket.

*Teaching Religion in School and Approaches to Religious Education* in different ways provide sound, considered advice on planning, teaching, and assessing religious education in schools. Margaret Evening's book is the more "practical" of the two. It is firmly centred and could, I think, be addressed to children and young people. It is also a very handy guide to the subject.

A surprising section in the book is a collection of letters from children and young people, written in a very simple, direct, and often surprising way. The letters are not very familiar with the subject.

Examples of children's letters are given, and the book is a very handy guide to the subject.

is made of "desirable goals" or "our goals", without ever stating what these goals might be. Instead they are implicit in her approach to the subject and her choice of resources. The author's perception of religious education is founded on the acceptance of the primacy of Christianity. Within such a context the book is very useful. It aims to provide a simple and practical aid to newcomers to the subject and to stimulate ideas and suggest practical ways for their implementation. Many of the suggestions are clearly grounded in the author's own experience as a teacher and in considering "Life Themes", "Team Teaching", "Drama", "Dance-drama", "Visual Aids", "Community Service", and "Counselling". She provides a good framework for classroom work, centred on Biblical study.

It is here that the contrast with Miss Horder's book is at its greatest. Miss Horder begins by stating quite clearly her objectives and philosophical position. The implicit nature of much RE is firmly tackled and placed in context and the author's "open" approach to "the religious experience of mankind" justified. From this point the book shows a strong commitment with practicalities. "Human experience themes", "Biographies", "World Faiths", "Festivals", "Sacred Writings", "Worship" and "The Life of Christ" indicate the breadth of view and there is a useful chapter on "RE in an integrated setting". The final chapter of the book exemplifies the author's down-to-earth approach. Entitled "Assessing the Worst" it considers the plight of the not-unheard-of teacher faced with the least-able students or the able-but-allocated for one lesson of RE a week in someone else's classroom. Jean Horder's approach is honest, practical, and clearly linked with the framework of objectives with which the book opens. As a final bonus the book concludes with 50 pages of teaching units.

Miss Horder is also a contributor to Ninian Smart and Donald Horder's collection of essays *New Movements in Religious Education*. I found the title most appropriate for a collection of essays on RE implying a renaissance, which there certainly has been in RE in the last decade, and a dynamic, a moving force which inspires but which also changes. In this sense the book is a snapshot. Catching the state of play as it is at this moment. But it is also retrospective, surveying past debates and distilling fundamental principles. In a most exciting way the essays are also prophetic, pointing a way ahead, indicating the direction of movement.

The various essays, all specially commissioned for this volume, sent a remarkable sense of interest and activity. In many cases they summarize material published elsewhere. Ninian Smart's ideas on "What is Religion?" form a paradigm for much of our understanding of religion today. Richard Rumbey's article on catechesis draws heavily on his study of the subject. (Catechesis and Religious Education in a Pluralist Society—Dover 1974) Similarly the fundamentalism of Jean Horder's book reviewed above is captured in her article on RE in primary schools.

Another group of articles draw on a wider field. Kenneth Hyde's survey of "The home, the community and the peer-group" and Brian Gates' contribution on "Readiness for Religion" provide valuable summaries of the current state of affairs. David Naylor's piece on curriculum development provides a much needed application of curriculum ideas to RE and Eric Sharpe's rationale for a multi-religious approach to RE is well argued.

Despite an apparent unanimity in the acceptance by the various contributors of a "pluralist society", and an espousal of "open approaches" the book is not without its conflicts and its controversies. I felt that Raymond Johnson's article on "The Language of Myth" was wrongly titled, being mainly concerned with moral education, and fitted badly with Peter Gedge's discussion of "Morals and Religion". Julian Frost's "Teaching Christianity" and Edwin Cox's "Teaching the Bible" provide a little more of the traditional approach to RE, but some may not accept the full implications of their positions.

For me the most fascinating article was Peter Woodward's allegory on world religions in religious education. As a head of RE in a comprehensive school he always thought of RE as a "world religion" and a "world religion" in religious education. As a head of RE in a comprehensive school he always thought of RE as a "world religion" and a "world religion" in religious education.

## COMPENDIUM

General and Liberal Studies. A Teacher's Handbook. By Roland Seymour and David Acres. Darton, Longman and Todd. £2.80. 0 232 51231 1

General Studies is to the college what RE is to the school. Lip service is paid to its "importance" but its timetable status often relegates it to the laboratory or workshop or other equally impractical surroundings. Because it is given its token hour it is often shorted in at the most inappropriate times, so as not to interfere with the required block of hours. Its practitioners are often politely tolerated by colleagues as someone who chats with the students about the weather or the morning's papers in criticism, it must be admitted, having isolated validity.

Much of this is immediately understandable given the rather heavy workload of students in technical, regional and RE colleges, and to mention the pressure from employers, and the problems associated with black and white release. From the students' viewpoint a non-examinable subject is obviously expendable when the crunch comes, however much of the break from technical studies may be appreciated. Being in a desirable but the cake comes first, a fact equally acceptable to the teacher, however much he feels himself used as a stop-gap in a non-coherent philosophy of education in our technological society. Not that the theory of education and its practice are not used to attempt to explain the problems associated with General Studies, is the glaring fact that very few General Studies teachers have received any training in teaching; unlike the school teacher, the GE teacher is merely required to know one or two subjects and by some obscure means be capable of juggling them and this hybrid "liberal studies" in allotters, from the day release scheme to the final year diploma reduction.

The major value in Seymour and Acres' book is that it is precisely what its subtitle says it is, a teacher's handbook, and a handbook obviously written by a pair of teachers who have experienced all the frustrations of the task and who have compiled an extremely useful compendium of helpful and well tabulated teaching methods and ideas. After a perceptive look at the importance and the problems of General Studies, it devotes over 130 pages to a comprehensive list of approaches and examples, some of which this untutored teacher found stimulating and perhaps more importantly, encouraging. It is nice to know that some numerous experiments and tentative innovations have been found successful (or disastrous) by others.

*European Economic Integration 1815-1970. By Sidney Pollard. Thames and Hudson. £2.25. 0 500 33011 4. Paperback £1.50. 0 500 33031 X.*

This lavishly illustrated but rather dull book in Thames and Hudson's Library of European Civilization series traces the trend towards economic integration in Europe since the Napoleonic wars. The trend has been accompanied by a growth of nationalism, which militates against integration and from time to time makes for a reversal in the trend. However, the forces behind the movement towards greater economic interdependence are very powerful, and on balance appear to be winning.

The primary unifying factors in the first 100 years of the period covered were the spread of industrialization from Britain and the accompanying rapid growth of trade. At the same time, and really as a part of this process, transport and communications systems were greatly improved, and the movement across national frontiers of capital, technical and managerial expertise and, to a lesser extent, labour began. Why these powerful factors had a very limited effect on Eastern Europe, and, indeed, some Western European countries, is not really explored in any depth.

Politically, during this century tariffs, treaties and customs unions were used to attempt to create a guide and encourage the growing interdependence. For a time the calls of nationalism, individual liberty and industrial progress seemed to work together in fostering integration—the German Zollverein and a unified Italy were a considerable extension of the product of these forces. International organizations emerged to deal with the practical problems of national boundaries in an increasingly interdependent world—the Universal Postal Union, and an International Telegraphic Union, for example. Immense international conventions, associations and meetings were held to discuss the growing range of problems which could not, in the complex industrial society that Western Europe had become, be satisfactorily dealt with at the national level. Parallel with this official "internationalism" went the growth of cartels and the beginnings of the international companies.

What seemed to many to be an irreversible trend was broken in 1914, and only resumed after 1945. This book does not examine a competent manner, but leaves the basic causes untouched; this is inevitable in a survey of 170 years of European history, but hardly makes for a good read.

## YOUNG READING

### REST IN PEACE

Mary Hoffman

*Are all the Glants Dead? By Mary Norron. Dent £2.75. 0 460 06671*

Once upon a time, and a very good time it was too, there was the Borrowers. Mary Norron took an unerring shaft into a span of the most combustible fuel for the imagination and mined four books from it. The secondary world of the Borrowers was satisfyingly complete; in the micro-people who live parasitically off human Beans (even rowed, Mary Norron improvised the details of small-scale domesticity with dizzying aptness.

Now, 14 years since her last full-length children's book, comes *Are All the Glants Dead?* It looks wonderful. Brian Froud has produced a very fair imitation of Arthur Rackham for the front cover and elegantly convoluted black-and-white illustrations for the text. But for all this high-class confectionery on the outside, when you try to get your teeth into it, the centre is treacherously soft.

The central idea, of a fairy tale world in which all the traditional characters have grown old or up, is itself too adult, too self-regarding to appeal directly to children, who have only just discovered the originals, if alive, the boy in the story, is on pretty shaky ground with some of them himself. Into this find-a-fairytale-dreamworld how is led by Mildred, a "society reporter", but she herself is left over from some earlier heyday when lady journalists wore buns and suede gloves and mourned "How kind!"

## Among this week's contributors

Peter Hobbethwaite's new book, *The Riquelme Church*, will be published by Collins in December. John R. Ryle is at Wolfson College, Oxford.

Stuart Hood is Professor of Film and Television at the Royal College of Art.

Peter North is Social Sciences Adviser at the ILCA History and Social Sciences Teachers' Centre.

The photograph illustrating Mary Hoffman's article "A New Map for a New Class" (TES, July 18) showed Mrs. Hunter with children at Maureen Primo's Children's Bookshop, King's Lynn.

*Cinderella, Sleeping Beauty and other Beauty, who became Mrs. Beasi, have turned into three re-dressing Palm Court bobs, by name Pumpkin, Belle and, wait for it, Bonny. These languid middle-aged ladies deplore the entail of an unrelieved diet of unicorn and are contemptuous of dragons. Meanwhile, down in the palace courtyard, Boofy's daughter Dulcibel plays by the well with her golden cup and ball, fearful of her froggy destiny lurking in the water.*

It's all like that. The fairy tales provide a set like a deserted Hollywood lot with the paint peeling off, through which face-lifted actors wander reliving their greatest scenes. Jack (he of the Beanstalk) and his henchman the Giantkiller are a little more vigorous in their retirement, running a country pub though much galled by the one remaining giant who has escaped their joint skills.

It's the sort of book a Borrower might write, a patchwork of other people's conventions which never establishes one of its own. Once you start mixing Perrault with Grimm, the result is a kind of Disneyland vulgarity, a cheek-by-incongruity of tone which could only work in a full-blown satire, which this isn't.

Perhaps that is what Mary Norron wanted to write: James after all, much prefers Science Fiction and horror to the fairy tale. From the second to the twentieth century the chorus of voices reproaching the Jews for the murder of Jesus never becomes silent.

From 330, when the Roman Empire became Christian, anti-Jewish hatred flourished. During the Crusades, the cry of deicide led to massacres of European Jews. Whole communities were wiped out on the allegation that, as the Devil's disciples, they poisoned wells causing the widespread Black Death in the fourteenth century.

The strengthening of the image of the Jew as a monster in the popular mind by drama and literature is discussed. The charge of ritual murder (also levelled against early Christians) is notably recalled in Chaucer's "Prioress's Tale" and in many ballads. Its effects are summed up in a note in Lincoln Cathedral. These fictions cost many innocent Jews their lives. Lincoln has its own legend and the alleged victim (Little St. Hugh) was buried there. This onrush charge, repeatedly condemned by medieval

## THE PYRAMIDS OF EGYPT

*The Pyramids of Egypt. By I. E. S. Edwards. Penguin £1.20. 0 1402 0168 8* is a re-issue of a well-known and valuable book, which is thorough, scholarly and clear. The edition dates from 1961 with a 1971 revised bibliography and it perhaps could have done with some overhauling in ideas and more modern pictures, but deserves, however, to continue to be accessible.

*Bones for the Archaeologists*, by I. W. Cornewall (Dent, £4.50. 0 460 04229 7), is the revised edition of a classic work. It includes work on humans and mammals. Of rather specialist interest but indispensable for the archaeologist in identifying his finds and making, perhaps, a tentative analysis.

## IMAGES OF THE JEWS

Myer Domnitz

*The History of Anti-Semitism. Volume I: From Roman Times to the Court Jew. 0 7100 7456 5. Volume II: From Roman Times to the Court Jew. 0 7100 7457 3. £4.25 each. Volume III: From Roman Times to the Court Jew. 0 7100 7458 1. £4.25 each. Volume IV: From Roman Times to the Court Jew. 0 7100 7459 9. £4.25 each. By Leon Poliakov. Routledge and Kegan Paul.*

Prepared under the aegis of the history department of the Centre National de la Recherche Scientifique, this work gives a panoramic view of the "vale of Jewish tears" due to anti-Semitism.

Volume One deals with the medieval history of the Jews, the Ashkenazim living in Christian Europe, until their emancipation. There is also a brief consideration of the situation of Jews in the Romano-Hellenic world, much less marked by the intolerance of the Christian countries.

Poliakov indicates that the Gospels helped to remove the responsibility for the crucifixion of Jesus—Roman form of execution—from Pontius Pilate to the Jews, a crucial source of anti-Semitism, leading to the charge of deicide, whose deadly effects against the Jews are frequently adduced. And as Winter puts it in *On the Trial of Jesus* (not noted here) "From the second to the twentieth century the chorus of voices reproaching the Jews for the murder of Jesus never becomes silent."

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## PAPERBACKS

### SCIENTIFIC

*The Pollution Handbook. By Richard Maben. Penguin £1.00. 0 1408 1186 7.*

About half of the 130 pages of this excellent book deal with the very 130 pages of water and pollution and with scientific ground explanation, while the rest of the book is concerned with the pollution in our daily lives. These tests, however, are not very familiar with the subject.

The concise, readable text is addressed to children and young people. It is also a very handy guide to the subject.

A surprising section in the book is a collection of letters from children and young people, written in a very simple, direct, and often surprising way. The letters are not very familiar with the subject.

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A surprising section in the book is a collection of letters from children and young people, written in a very simple, direct, and often surprising way. The letters are not very familiar with the subject.

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## THE POLLUTION HANDBOOK

*The Pollution Handbook. By Richard Maben. Penguin £1.00. 0 1408 1186 7.*

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Examples



## 18 Resources



The Cyclometer, an interpretation of Richard Hamilton's reconstruction of Duchamp's "Large Glass".

## Art and audience participation

by Frances Stadler

Art galleries and museums which make no concessions in the public beyond opening and closing their doors at certain hours are rapidly becoming the exception, not the rule. But, judging by the activities of their education departments under Terry Measham, the Tate Gallery are adopting exceptionally broad views of the time, paying more than lip service to the convention that audience participation matters.

Tate Games, which opened last week for a summer season, is an intelligent exercise in public relations. It addresses itself to the confusion felt by the average person confronted with "modern art", and tries to show that appreciation rests on acknowledging the importance of the actual process of creation, the role of the object created (or singled out) and the part played by the spectator.

Various structures have been arranged in a marquee on the lawn by the gallery, many of them relating to specific works of art in the Tate. These "games" include an interpretation of Richard Hamilton's reconstruction of Duchamp's "Large Glass", a Bernard Cohen Bagatelle, and a Jackson Pollock-inspired Painting Machine. All of them have been constructed to get across some of the central, if somewhat cerebral, canons of modern aesthetic theory. If you play these games, the hope is, you'll be initiated into the mysteries of modern art, and, better still, start visiting the Tate in a confident frame of mind.

Without help, the games can be baffling, irritating and even distressing to the novice. It depends on how you play them and how long you've been at it. Thanks to the sensitivity of its organizers, however, Tate Games can be fun as well as esoteric. The people running the event know and like what they are doing. Terry Measham, John Gilling, artist and senior lecturer at Cardiff College of Art, and David Walchman, designer and lecturer at Lanchester Polytechnic, have the enthusiasm and patience to sort you out, however ignorant or confused you are.

You enter Tate Games through a maze-like version of "Tutu", a Duchamp's last painting. The levels of sophistication present in this reconstruction are at first difficult to credit and, doubtless, to achieve. But if you do not know what earth is going on, ask a member of the team to show you round, and you will soon get into the swing of it. He will take you along the road from the Jura Mountains to Paris represented by the first part, through a sequence of geometrically pure shapes into complete darkness until you emerge into blazing light and the last chamber. Here sits the Painting Machine. All of them have been constructed to get across some of the central, if somewhat cerebral, canons of modern aesthetic theory. If you play these games, the hope is, you'll be initiated into the mysteries of modern art, and, better still, start visiting the Tate in a confident frame of mind.

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## Self-help, unemployment and freedom of choice

by Elizabeth Wrangham

*Self-Help in an African Village. Education for Employment.* By C. T. T. A. Dyak Longhouse in Borneo. By J. Douglas. Guidelines for VCOAD. Parrell House, 25 Wilton Road, London SW1V 1JS. £1.80 each.

*Self-Help in an African Village and Education for Employment* would make a good pair for illustrating a discussion of development, specifically rural and urban unemployment and underemployment in Kenya.

The information in the accompanying booklets forms an important part of the state-of-the-art. Built with an analysis of what are now commonly seen as wrong solutions, such as the importing of expensive machinery, whether tractors or factory plant, suitable for a capital-intensive rather than a labour-intensive technology; and the inappropriate education curriculum for those who manage to get in school. The result is that only half of the 1970-74 secondary school leavers in Kenya got jobs although there is a shortage of skilled labour.

There is also an account of the effect of population increase, with land-hunger in rural areas and the growth of shanty towns and petty crime in cities. Intermediate technology, training in the use of human and animal resources, improved seed and stock, small-scale manufacture of local natural resources, such as wood, cotton and sisal which are processed into raw materials, and small workshops in the towns, provide more employment and move towards development.

For the rural setting of *Self-Help in an African Village*, two case-studies of intermediate technology schemes are described. In Northern Nigeria and Kenya. Both have achieved success over a period of 10 years. In Northern Nigeria an apprentice-farmer scheme has been introduced, with training in the use of animal-drawn equipment and improved seed and farming methods.

In Kenya village polytechnics have been founded, following the 1962 report of the needs of post-primary school leavers. These train school-leavers in various crafts, such as poultry or bee-keeping or in the use of animal-drawn equipment and how to experiment with cash crops.

The main drawback to the set of slides illustrating rural development is that we are not told where the slides are taken, although the first slide is labelled "Kenyan village scene".

It would have been better to have produced a set of slides more closely related to one of the case-studies described in the booklet, taking, perhaps, one V.P. and explaining where it is and something of the environment, and showing before and after, preferably with the comments (and names) of some of the young Kenyans participating.

In this way the anonymity of the young African and generalizations such as "the rural areas of Africa" can be avoided. The slides are good quality, though one of a local training scheme chart is partly concealed by shadow.

The set on rural development schemes would be a good companion to the rather better set on urban development, Education for Employment. Here the slides illustrate a particular problem in one area, in this case unemployment among boys in the Nairobi slums. The set begins with pictures of the fast-growing city (its population has doubled in the past 12 years) and of the unemployed youths sitting around or gambling in the shanty towns.

Then come the visible effects of the introduction of an industrial training scheme 17 years ago. A centre was set up with only £100 in tools for a workshop. After 10 years it has produced over 800 skilled artisans in different trades, and covers half its costs from the sale of products made.

Some of the trainees leave for paid employment, often in government service, while others become self-employed. During training they accumulate a set of tools in themselves by working in position for sale. The cost of such training is less than £100 a year each, a figure favourably with the cost of industrial machinery. It is also more practicable where labour is plentiful than capital is scarce.

Both booklets end with a list of information sheets available from VCOAD. There are also suggestions of topics for discussion, such as comparing young people's employment prospects in rural with those in Kenya, the problems in rural and urban areas in both countries, the availability of local resources, or types of education.

A Dyak Longhouse in Borneo has been chosen to illustrate the parties between "the rich and the poor world", and the difficulties that arise when an area is made to close the gap. This land Dyak community provides an example of a people who, although altered for centuries, have been closer to the rich world and the poor world, and the difficulties that arise when an area is made to close the gap.

Difficult aspects of the booklets are shown to emphasize some of these difficulties, with introductory notes in the booklet on the Land and Sea Dyaks, about the people of the land Dyaks, who live in the mountains of Borneo, and the difficulties that arise when an area is made to close the gap.

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## Nursery Education

### LONDON

#### COMMUNITY NURSERY

Full time member of staff (female) required for a community nursery with 15 places in the City of London. The nursery is part of a wider range of services including day care, health and social services. Applications should be sent to the Director of Education, City of London, 100 Old Broad Street, London EC2M 6YU. Closing date 15th August 1975.

#### WANDSWORTH COUNCIL FOR COMMUNITY RELATIONS

Telephone: 673 9720/9829.

## Primary Education

### Headships

#### BERKSHIRE

##### BRACKNELL DISTRICT

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### SCHOOL

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## COLLEGES OF FURTHER EDUCATION continued

### SLOUGH COLLEGE OF TECHNOLOGY

Applications are invited for the following post:-  
School of Catering and Hotel Administration  
Lecturer in  
Accommodation Operations (C/1/11)  
To teach Hotel and Institutional Housekeeping and  
Floor Supervision to full-time and part-time students.  
Applicants should have had relevant experience in  
Housekeeping and preferably some experience of  
teaching or training.  
Salary Scale:  
Lecturer 1 £1,809 - £3,633

Further particulars and application forms can be  
obtained from the Registrar, Slough College of  
Technology, Wellington Street, SLOUGH SL1 1YD  
to whom they should be returned within two  
weeks of the date of this advertisement.

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SOUTH OXFORDSHIRE COLLEGE OF  
TECHNOLOGY  
TEACHING OF ELECTRICAL AND  
ELECTRONIC TECHNOLOGY  
Lecturer in Electrical and Electronic  
Technology  
Applicants should have served an  
apprenticeship in electrical or electronic  
technology and have a minimum of 5 years  
experience in the field.  
Further particulars and application forms can be  
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SCHOOL OF MATHEMATICS  
AND MANAGEMENT  
TEACHING OF MATHEMATICS  
AND MANAGEMENT  
Applicants are invited for the  
above appointment.  
The person selected will join a  
developing department, offering a  
range of courses including  
mathematics, statistics, and  
management.  
Further particulars and application forms can be  
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**SUPFOLK**  
COUNTY COUNCIL  
FURTHER EDUCATION  
Part-time Lecturer in History  
Applicants are invited for the  
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Further particulars and application forms can be  
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**WILTSHIRE**  
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FURTHER EDUCATION  
Part-time Lecturer in History  
Applicants are invited for the  
above appointment.  
Further particulars and application forms can be  
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## DORSET EDUCATION AUTHORITY Institution of Higher Education

### APPOINTMENT OF DIRECTOR

A new Institution of Higher Education is to be  
established in Dorset by combining the higher edu-  
cation element of the Bournemouth College of  
Technology with the Weymouth College of Educa-  
tion. The new institution is expected to be a Group  
9 college within the terms of the Sunning (Further  
Education) Salaries Report.

The Authority wish to give advance notice that the  
post will be advertised in September when applica-  
tion forms will be available.

Details of the post are, however, immediately avail-  
able and may be obtained from the County Educa-  
tion Officer, County Hall, Dorchester, Dorset DT1  
1XJ.

## Gwent County Council TEACHER (General Subjects)

Applicants are invited for the appointment at Troy  
House, Monmouth.

Salary: Burnham Scale 1 plus Community Schools  
Allowance of £462 p.a.

The School accommodates 41 girls and preference will  
be given to applicants with experience in Domestic Sci-  
ence or P.E.

Further information may be obtained by telephoning  
Mrs. M. Mosse, Headmistress (Tel.: Monmouth 2049).

Applications to be submitted by 20th August, 1975.  
Application forms and further information (where applic-  
able) for the above vacant post can be obtained from  
the Personnel Section, Gwent County Council, County  
Hall, Gwent, Gwent NP23 2XH, to be returned by the  
date shown to the same address.

NEWPORT HOUSE is an Observation and Assessment  
Centre for 20 adolescent girls and 9 younger children  
of both sexes, situated in Great Baddow, near Chelms-  
ford.

### Teachers

General subjects and interesting remedial work and  
assessment of educational ability and attainment.

Salary on Burnham Scale, plus allowances totalling  
£1,162 p.a.

Further information can be obtained from the Super-  
intendent (Chelmsford 73081).

Application forms from Director of Social Services,  
Kenal House, 77 Springfield Road, Chelmsford, Essex.

Essex Social Services

## Observation and Assessment Centres

### Third-in-Charge (Teaching)

At Boyes Court, Brentwood, and at Newport House,  
Great Baddow. The person we are looking for will  
be required to lead a team of teachers in all aspects  
of the educational needs of these specialist centres.  
Salary on Burnham Scale 2, plus allowances of  
£1,162 p.a.

Boyes Court accommodates 40 adolescent boys and  
a secure unit for 6 boys in under-construction.  
Newport House accommodates 20 adolescent girls  
and 9 younger children of both sexes.

Informal inquiries may be made to the appropriate  
Superintendent, Boyes Court (Brentwood 322788),  
Newport House (Chelmsford 73081).

Application forms from Director of Social Services,  
Kenal House, 77 Springfield Road, Chelmsford, Essex.

Essex Social Services

## Colleges of Education

### LONDON EDUCATION AUTHORITY

#### NEW HILL COLLEGE OF TECHNOLOGY

Applications are invited for the  
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## GOTHICS, ROMANS AND GREEKS

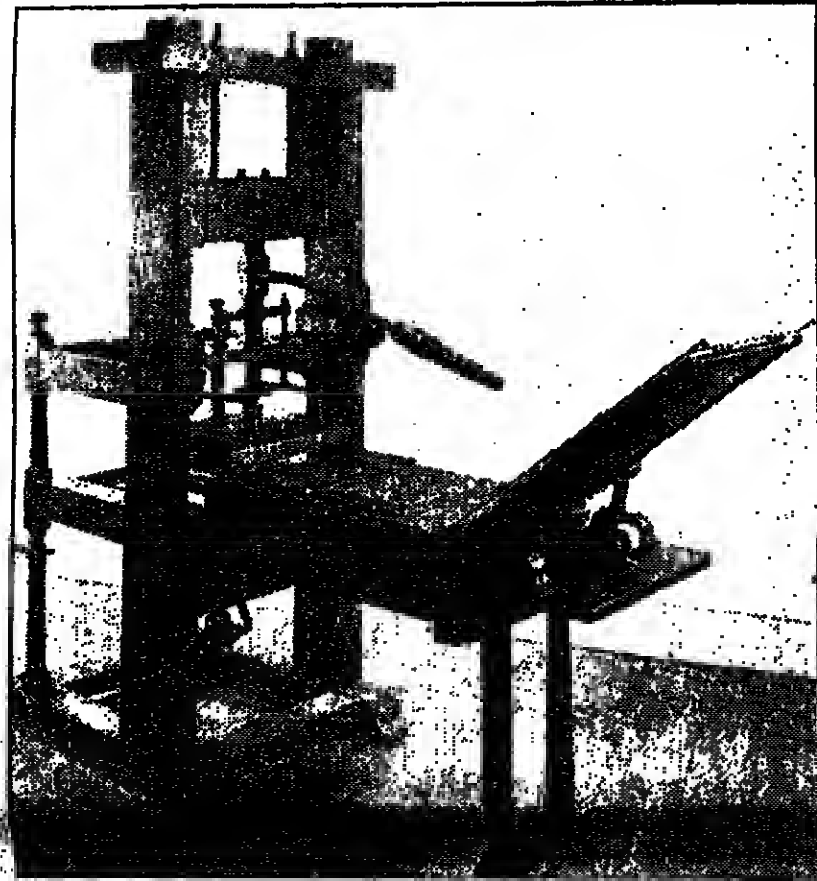
Frank Lipsius

The work horses of civilization, be they Henry James's overburdened secretary or Goethe's insipid school master, never get the credit they deserve. While every great man could probably write reams about those people and events he must be grateful for, very few would mention one of civilization's greatest gifts to all men. It drew brief attention a couple of years ago, and 12 years ago there was a two-week exhibition at Earls Court, but its only real recognition came when it was first invented, over 500 years ago. Since then it has become an integral and necessary to man's development as the air we breathe.

Moreover, this neat invention has kept pace with man's progress. We see it so often we never notice it: it comes in 20,000 different styles: it is a business organized by artists. If there is still any doubt about its identity, I have already given colour a minimalist examples of it in these two paragraphs and five in the last word alone.

Unfortunately, it takes riddles, and rather obvious ones at that, to arouse any interest in the subject of printing. Even one of its foremost practitioners and students in this country was taken aback when approached for an interview on the subject. But he was happy to talk about it and the printing was fortunate. For much of printing, as John Dreyfus said, will soon be paring company with paper for the first time in 500 years. The history of printing is strewn with minor landmarks. The next one will be the appearance of your morning newspaper on a television screen with everyone wanting to turn to a different page at the same time. The legibility of those pages will be due to unkindled typographical experts like John Dreyfus, who still find the work rewarding and fascinating.

Although there is no denying the value of Gutenberg's invention, the first movable type around 1440, printing is one of the clearest examples of necessity being the mother of invention. As stated in the catalogue of "Printing and the Mind of Man", the Earls Court exhibition in 1963 devoted to civilization's debt to printer's ink. "History can show no more ingenious mechanical innovation than Gutenberg's." The new, smaller urban culture needed its own version of monks' illuminated manuscripts and Gutenberg provided it. Thereafter, printing disseminated



of the nineteenth century was spent making for mechanical typesetting machines. Mark Twain was one of thousands of disappointed investors. Words were easy to make, but not lines of type so that columns would be of a uniform length. Linus Boyd Bontor's punch-cutting machine in 1854 was the first step with its elliptical motion of hand-tooled rollers and letters. Then the Linotype, invented in 1890 and still in use today, made the breakthrough: its letters, engraved on small metal

matrices, are strung together in a uniform length of print, which, when cast in metal, becomes a "slug". Bontor's punch-cutting machine also gave a major impetus to the fine arts movement in printing, since typesetters of any shape could be designed to fit the specifications of the punch cutter, an elaborate hand tool as easily as a simple one. Through the early twentieth century, the most beautiful and varied of typefaces from the past were re-cast mechan-

ically. While welcoming the era of television-screen printing, the Crafts movement of the century, whose printers were influenced by William Morris—and in turn founded the tradition of fine printing that continues today, Dreyfus has written a book on T. J. Cobden-Sanderson, a Californian printer in the Arts and Crafts tradition, which was beautifully composed and bound by the Plauti Press.

Professionals look for tight and even spacing, uniform inkling, the choice of elegant types, good colour, the appropriate use of flourishes (ornamental flowers), and of course the absence of typographical errors in judging the work of printers. Unfortunately, quality of printing has been one of the sacrifices exacted by the economic problems of the publishing trade and yet there are still quality printers whose work is increasingly valued (as it gets rarer, alas).

Concern is now beginning to centre on different areas, however. Typefaces are being improved, emphasizing what most letters distinguishable. The goal is to make distinctive word shapes. Legibility research shows that it is the upper parts of letters that make the difference; most unnoticed errors occur when the upper shape of the letter is right, but the bottom part has the mistake. Counters, the holes in letters, should be large and round for easy reading. Ideally, typographers will make a type that is light, with easily distinguished letters, so that people will naturally start reading three words at a time.

At that rate, they will be ready for a future of type on the screen rather than the page. It is a waste of paper to have telephone directories, Dreyfus says, when we never use more than a few pages in a year. Typographers are now designing more legible and quicker read type for the day when we dial the pages of our directories.

musical world suggests "a parallel with Alexandrine historicizing and ecclesiasticism, and an apparent falling-off in creative vitality". Richard Franko Goldman, in his chapter "Music in the United States" (1918-1960), reflects the country's singularity by offering that "public hostility may be a valuable teaching-ring for young composers", leaving one to wonder, just how young is "young". Peter Evans, professor of music at the University of Southampton, takes a break from grappling with "Music of the European Mainstream, 1940-1960" to remark, apropos of the creed of complexity among ensembles of Boulez and Stockhausen, that the "historically unprecedented position... in which works reach performance because no one has felt able to write them with the certainty that they were unworthy of it."

It is surely to Mr. Cooper's credit that he and his team (which includes such distinguished names as Gerald Abraham, Moshe Carner and Arthur Hirschfeld) put up so much for me to query. It is a pity that Mr. Cooper is not a much to who one's assent. Dr. Abraham and Mr. Cooper are notably unimpaired of plotting the significance of musical developments within the wider cultural perspective. It is the limitation of Dr. Cooper and Dr. Goldman that they tend to jump from topic to topic without really saying what they make of it all. A welcome feature of the book is its generous use of large, clear music type; the sound of music is to be heard in the page.

The *Modern Age, 1890-1960* bears traces of being a little too long in the making, and there is scant evidence of any determined attempt at editorial consistency, not least in the treatment of the composers. But the tone of this book is much more engaging than Mr. Vinton's. Martin Cooper is not quite 1,000 years old, but already feels free to venture a down-to-earth view of modernity. For him, and

## DOCUMENTING MODERN MUSIC

Patrick Carnegie

*Dictionary of Twentieth-Century Music.* Edited by John Vinton. Thames and Hudson £9.50. 0500 01001.

*The New Oxford History of Music.* Volume 10: The Modern Age, 1890-1960. Edited by Martin Cooper. Oxford University Press £9.50. 0 19 363101.

The scope of John Vinton's *Dictionary of Twentieth-Century Music* is confined to "contemporary music in the Western tradition": the coverage of jazz and popular music being relegated to general articles, as are Asian music and folk music. The *Dictionary's* general articles were indeed a strong feature, and are particularly good where they are concerned with the fringe of the central study. Articles on individuals are restricted to "important figures of whom have been allowed to write about themselves": the rough guide below that to qualify for inclusion a composer should be born after 1880 and be alive after 1930—but exceptions, of course, being made for such names as Beethoven, Debussy, Janáček, Mahler and Stravinsky.

It is strange, though, that there should be no entry for the important, operative composer, Franz Schreker (1878-1934), or for Constant Lambert, say, while many have found for hosts of unknown figures, too many of whom are minor

luminaries of the American academic scene. A full 100 more would have been included for the fact that "sufficient information could not be obtained to warrant an article as just as well. One had no idea that there could actually be so many composers around after Wagner and Schoenberg had made writing music so hard."

But Mr. Vinton is no believer in the *Untergang des Abendlandes* (to downhill which Spengler certainly extended to Western music); work on the *Dictionary* only confirmed his view that "we live in one of the great moments of world music." Perhaps too, out of Stockhausen, who has himself some six columns to prove it. Cultural pessimism aside, this is a very well edited dictionary with authoritative contributors and nicely organized entries. Although it unashamedly reflects the needs of American rather than European readers, the *Dictionary's* perspective is not blinkered by its inevitable parochialism, and its positive will recommend it to many readers on this side of the Atlantic too.

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## PIXIEDUST

Robert Page

That he can hold the attention of nearly 200 juniors for over an hour is testimony enough to the charismatic quality of Anna Scher. Sometimes the stage at the Roundhouse is a platform for her own group, the Anna Scher Children's Theatre, sometimes a play-space for the children: always there is a theatrical pixiedust working on presenter and audience-turned-performer alike.

Work in the profession has provided this Pixiedust, who plays on the children's natural showmanship, with two elements which are of paramount importance: structure and pace. She is never overbearing but instils a discipline and quick-fire rhythm which earns respect and frustrates boredom. An admixture of music, masks and mime works a spell on several levels—theatrical, therapeutic and educational—as a myriad of imaginative tricks are pulled out of the magic box of improvisation.

Theatre in education has all too often appeared to be a bandwagon for failed actors to be patronizingly simplistic, such is not the case here. The nucleus of the Children's Theatre, together for seven years, have lived and still works in a deprived district of Kingston, now they are a teenage Equity members working on television (with their own show, *You Must Be Joking*), in films and on the stage. The development has been natural and organic, with Miss Scher personally guiding them between the Scylla of dogmatism and the Charybdis of irresponsible chaos.

THEATRE  
SEMI DETACHED  
STRUGGLE  
FOR SURVIVAL

John Peter

Alan Ayckbourn has obviously spent his. His recent output has been of such consistently high quality that now, when his new play *Absent Friends* (Garrick) shows a few easily identifiable weaknesses, some critics seem inclined to dismiss the whole piece. Of course we are on familiar ground in this play, and perhaps this is a good moment to remind us of its features.

Ayckbourn's plays usually unfold in provincial middleclass households. They are households, not just houses: each piece is sustained by the meticulously observed rhythm of domesticity. The characters tend to come in pairs, which gives the plays a neat sense of symmetry and allows Ayckbourn to play impressive variations on the themes of the marital extra-marital and would-be marital. They do not rely on conventional fixtures such as beginning, middle and end: they come into the category of scenes-in-the-life-of or sometimes, more mordantly, scenes-in-the-living-death-of: they are open-ended, almost inconclusive. He may use a "curtain-draw" at the end of an act but not at the end of a play: the final curtain descends on a situation, usually silent, in which a gesture, or the attitude of a character, sums up what has happened. The plays are inconclusive in the sense in which a portrait is inconclusive: you have been looking at a group of faces, and when the lights come up you know them a great deal better than before.

Usually, what we get is a piece of psychological insight: subtle, serene and unassuming, sometimes even cruel. Usually we get it by watching the characters in combat that are immensely funny, sometimes even farcical. The procedure is simple. Chabot, but unlike the Russian, Ayckbourn does not write about the human condition, only (only?) about human beings. Finally, Ayckbourn's plays have been increasingly concerned with watching the English middle class (lower and middle variety) in the act of pulling themselves up by the bootstraps while the sole of the foot rests firmly on the neck of a fellow creature.

Absent Friends, like *The Norman Conquests* and *Absent Person* (Garrick), is about six people; a seventh, as in the trilogy, is in a sickbed at the time. The attention is on Colin, who the other five have gathered to meet for the first time since his fiancée has accidentally drowned. They prepare to comfort him but find him unlikably chatty; the comforters are embarrassed and seem to be making each other fun of. A well-meaning but naive thought, however dimly, to his side, when he has no patience with sympathy shown out of a sense of foolishness.

Disgraced duty, with surgical neatness, the messy life of the fire with Colin's vacuous but ordered contentment. And, chiefly, he draws a portrait, superb in its reality, of a man who is really happy only in bereavement. Colin is the only in bereavement type of teary-eyed sobber who "studies people" and has a dreadful line in character summary; and Ayckbourn shows him in his element as he tries to tie himself, his friends, Richard the lives of his friends, and himself, to a man who is really happy only in bereavement. Colin is the only in bereavement type of teary-eyed sobber who "studies people" and has a dreadful line in character summary; and Ayckbourn shows him in his element as he tries to tie himself, his friends, Richard the lives of his friends, and himself, to a man who is really happy only in bereavement. 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